
SOUTH DAKOTA TOOLS, SUPPORTS, AND ACCOMMODATIONS (SD TSA)



south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

ARE YOU FEELING LIKE A DEER IN THE HEADLIGHTS?



TOPICS FOR TODAY

- Presentation was developed to be used as a resource
- Why do I need to know this information?
- What do I need to know?
 - Supports and Accommodations
 - 3-tiered approach
 - TIDE system (supports and accommodations)
- What resources are available?
 - Tools and Resources available
 - Things to Think About

IS IT MY RESPONSIBILITY TO ENABLE THESE?

- District decision
 - Every district is different
 - Could be you
 - Could be someone at each building
- District decision

WHO SHOULD/COULD I BE WORKING WITH?

- Gen Ed teachers
 - See what tools are available for all students
 - Some supports could be made available if there is a need
- Sped Teachers
 - Accommodations for students on an IEP
- Tech Coordinators
 - May be some assistive technology needs



SD TSA

(TOOLS, SUPPORTS, AND ACCOMMODATIONS GUIDELINES)

ELA (ENGLISH LANGUAGE ARTS), MATH,
AND SCIENCE



SD TOOLS, SUPPORTS, AND ACCOMMODATIONS

- South Dakota's Tools, Supports, and Accommodations (SD TSA)
- Applies to all students
- Three levels of support
- Applicable for all staff (not just Special Educators)
- Includes Science

[https://sd.portal.cambiumast.com/resources/educators/tools,-supports,-and-accommodations-\(tsa\)-guidelines](https://sd.portal.cambiumast.com/resources/educators/tools,-supports,-and-accommodations-(tsa)-guidelines) - In the resource section – right hand side of website towards the bottom

South Dakota's Tools, Supports, and Accommodations Guidelines

Updated July 2021
September 2019



SD TSA

- Three levels of support both embedded and non-embedded
- Level 1 – Universal Tools
 - For ALL students
- Level 2 – Designated Supports
 - For SOME students
- Level 3 – Documented Accommodations
 - For a FEW students

Tools

Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages and/or Items, Global Notes, Highlighter, Keyboard Navigation, Line Reader, Mark for Review, Math Tools, Reference Guides, Spell Check, Strikethrough, Thesaurus, Tutorials, Writing Tools, Zoom

Non-embedded

Breaks, English Dictionary, Reference Guides, Scratch Paper, Thesaurus

Supports

Embedded

Color Contrast, Illustration Glossaries, Masking, Mouse Pointer, Streamline, Text-to-Speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off any Tools, Zoom (Fixed to 1.5X - 20X)

Non-embedded

Amplification, Bilingual Dictionary, Color Contrast, Color Overlay, Illustration Glossaries, Magnification, Medical Supports, Noise Buffers, Read Aloud, Read Aloud in Spanish, Separate Setting, Simplified Test Directions, Translated Test Directions, Translations (Glossary)

Accommodations

Embedded

American Sign Language, Braille, Braille Transcript, Closed Captioning, Text-to-Speech

Non-embedded

100s Number Table, Abacus, Alternate Response Options, Braille, Calculator, Large Print, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text, Word Prediction

TABLE WITH AVAILABLE TOOLS, SUPPORTS AND ACCOMMODATIONS

Appendix A: Summary of Tools, Designated Supports, and Accommodations

	Tools	Supports	Accommodations
<i>Embedded</i>	Breaks Calculator ¹ Digital Notepad English Dictionary ² English Glossary Expandable Passages and/or Items Global Notes ³ Highlighter Keyboard Navigation Line Reader Mark for Review Math Tools ⁴ Reference Guides Spell Check Strikethrough Tutorials Thesaurus ⁵ Writing Tools ⁶ Zoom	Color Contrast Illustration Glossaries ⁷ Masking Mouse Pointer Streamline Text-to-Speech ⁸ Translated Test Directions ⁹ Translations (Glossaries) ¹⁰ Translations (Dual Language) ¹¹ Turn off Any Tools Zoom (1.5X – 20X)	American Sign Language ¹² Braille Braille Transcript Closed Captioning ¹³ Text-to-Speech ¹⁴
<i>Non-embedded</i>	Breaks English Dictionary ¹⁵ Reference Guides Scratch Paper Thesaurus ¹⁶	Amplification Bilingual Dictionary ¹⁷ Color Contrast Color Overlay Illustration Glossaries ¹⁸ Magnification Medical Supports Noise Buffers Read Aloud ¹⁹ Read Aloud in Spanish ²⁰ Separate Setting Simplified Test Directions Translated Test Directions Translations (Glossaries) ²¹	100s Number Table Abacus Alternate Response Options ²² Braille ²³ Calculator ²⁴ Large Print Multiplication Table Print on Demand Read Aloud ²⁵ Scribe ²⁶ Speech-to-Text Word Prediction

LEVEL 1 – TOOLS

- For all students
- Some provided
 - Digitally
 - Embedded
 - Within testing environment
 - Separately
 - Non-embedded
 - Outside of the computer
- Can be turned off if tool is viewed as a distraction
- Should be using these tools in other digital environments so students are familiar with the tools

Tools

Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Line Reader, Mark for Review, Math Tools, Reference Guides, Spell Check, Strikethrough, Thesaurus, Writing Tools, Tutorials, Zoom

Non-embedded

Breaks, English Dictionary, Reference Guides, Scratch Paper, Thesaurus

TOOLS PROVIDED FOR ALL STUDENTS

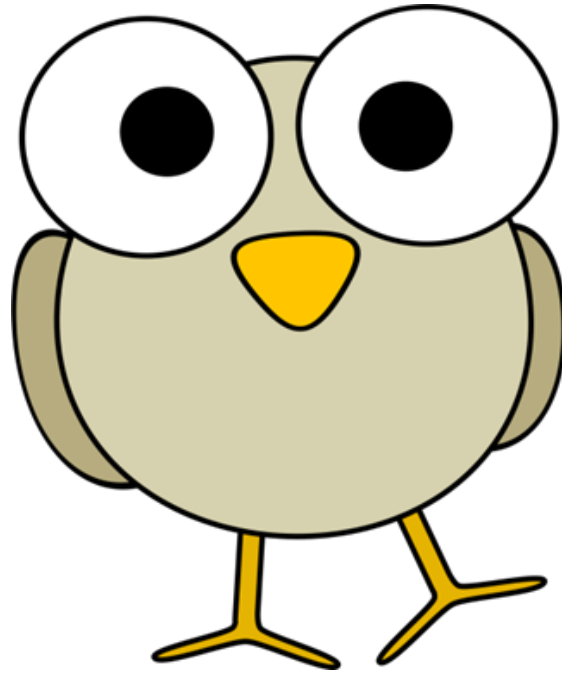
Embedded Tools

- Breaks
- **Calculator (grades 6-8 & 11) (Math & Science)**
- Digital Notepad
- English Dictionary (for ELA performance task full write)
- English Glossary
- Expandable Passages
- Global Notes (for ELA performance tasks)
- Highlighter
- Keyboard Navigation
- Line Reader
- Mark for Review
- Math Tools (Science if applicable)
- Reference Guides (Science)
- Spell Check (for ELA items)
- Strikethrough
- Thesaurus (for ELA performance task full writes)
- **Tutorial**
- Writing Tools
- Zoom (can be set at a larger font in TIDE)

TOOLS PROVIDED FOR ALL STUDENTS

- Non-Embedded Tools
 - Breaks
 - English Dictionary (for ELA performance task full writes)
 - Reference Guides (Science) for paper pencil test only
 - Scratch Paper
 - Thesaurus (for ELA performance task full writes)

QUESTIONS ABOUT TOOLS?



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LEVEL 2 – DESIGNATED SUPPORTS FOR SOME STUDENTS

Tools	
Embedded	Supports
Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Line Reader, Mark for Review, Math Tools, Reference Guides, Spell Check, Strikethrough, Thesaurus, Writing Tools, Tutorials, Zoom	Embedded Color Contrast, Illustration Glossaries, Masking, Mouse Pointer, Streamline, Text-to-Speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off any Tools, Zoom (Fixed to 1.5X - 20X)
Non-embedded Breaks, English Dictionary, Reference Guides, Scratch Paper, Thesaurus	Non-embedded Amplification, Bilingual Dictionary, Color Contrast, Color Overlay, Illustration Glossaries, Magnification, Medical Supports, Noise Buffers, Read Aloud, Read Aloud in Spanish, Separate Setting, Simplified Test Directions, Translated Test Directions, Translations (Glossary)

- For any student for which a need has been indicated
 - by an educator or
 - a team of educators with parent/guardian and/or student
- A process used to identify needs such as
 - Student Assistance Team (SAT)
 - Individual Education Program (IEP)
 - Language Acquisition Plan (LAP)
 - Many more
- Currently being used for instruction and/or other assessment
- Identified prior to the assessment
- Activated prior to testing in the TIDE (Test Information Distribution Engine)

DESIGNATED SUPPORTS PROVIDED FOR SOME STUDENTS

- Embedded Supports
 - Color Contrast
 - **Illustration Glossaries (ELA and Math)**
 - Masking
 - Mouse Pointer (size & color)
 - **Streamline**
 - **Text-to-speech (Grades 3-8, & I I for all Math, Science and ELA items)**
 - Translated test directions
 - Translations (glossaries for math items)
 - Translations (stacked for math items)
 - Turn off universal tools
 - Zoom (set to a larger default)



DESIGNATED SUPPORTS PROVIDED FOR SOME STUDENTS

- Non-Embedded Supports
 - Amplification (permissive mode must be enabled)
 - Bilingual dictionary (for ELA performance task full writes, Science)
 - Color contrasts
 - Color overlays
 - Illustration Glossaries (ELA & Math paper/pencil assessments)
 - Magnification (permissive mode may need to be enabled)
 - Medical Support
 - Noise Buffers
 - Read aloud (Grades 3-8, & I I for all math & Science, and ELA items – not reading passages)
 - Separate setting
 - Simplified Test Directions
 - Translated Test Directions (PDF of directions translated in the language read by an adult)
 - Translations (glossaries for math items)



SIMPLIFIED DIRECTIONS

- Only the directions within the test administrator's manual may be simplified
- **NOTHING** on the student's screen may be reworded or simplified
- Test administrator's manual can be found in the resource section for the South Dakota Assessment Gateway -
<https://sd.portal.cambiumast.com/resources/educators/simplified-test-directions>



SUPPORT EXAMPLE – SIMPLIFIED TEST DIRECTIONS

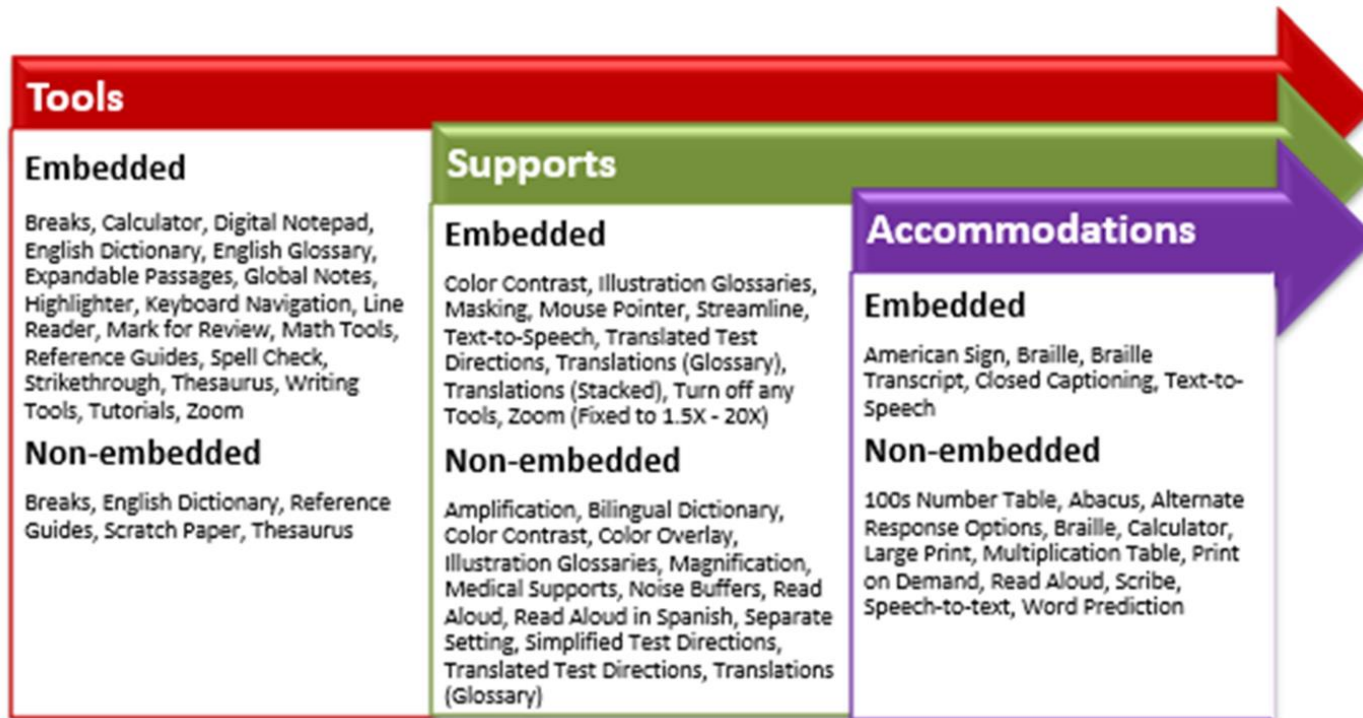
Example of Simplified Test Directions

Full Log-in Directions	Simplified Log-in Directions
<p>Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.</p> <p>Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.</p>	<p>Now we are ready to log in. Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID.</p>
<p>Now click "Sign In." Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.</p>	<p>Now click "Sign In." Make sure that your personal information on the next screen is correct and click YES to continue. If it is not correct, raise your hand.</p>
<p>On the next screen, select the [INSERT NAME OF TEST]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. Please wait quietly while I verify each of your tests.</p>	<p>On the next screen, select the [INSERT NAME OF TEST]. Then wait.</p>

QUESTIONS ABOUT SUPPORTS?



LEVEL 3 – DOCUMENTED ACCOMMODATIONS FOR FEW STUDENTS



- Documented need for the support such as an IEP or a 504 plan
 - Decisions made by a team
 - Information must be entered in the TIDE so they can be activated
- Exception may be a student who has a physical injury such as a broken hand or arm and can't use the computer
 - May use the speech-to-text and/or
 - Scribe
 - If they have experience using these supports

DOCUMENTED ACCOMMODATIONS FOR FEW STUDENTS

Embedded Accommodations

- American Sign Language (for ELA listening items and math items)
- Braille
- Braille Transcript (ELA listening passages)
- Closed Captioning (for ELA listening passages)
- Permissive Mode
- Text-to-speech (for ELA reading passages)

DOCUMENTED ACCOMMODATIONS FOR FEW STUDENTS

Non-embedded Accommodations

- 100s Number Table
- Abacus
- Alternate response options (may need to enable permissive mode)
- Braille (paper/pencil assessment)
- Calculator (Braille & Talking for calculator items only, grades 6-8, & 11)
- Large Print (Needs to be requested through DOE by Oct 1st)
- Multiplication Table (digits 1-12 facts)
- Print on demand (contact DOE)
- Read aloud (for ELA passages)
- Scribe
- Speech to text (need a voice recognition software and must enable permissive mode)
- Word Prediction (must have word prediction software and must enable permissive mode)

WORD PREDICTION

- For students with
 - documented motor or orthopedic impairments
 - Moderate to severe learning disabilities that prevent them from recalling, processing or expressing written language
- Allows students to begin writing a word or choose from a list of words
- Must have the word prediction software
- Student must be familiar with the software
- If want the word prediction software to interact with test platform, must enable permissive mode
 - More information in the Assistive Technology Manual

WORD PREDICTION CAUTIONS

- Program MUST use only single word prediction
- Deactivate the following
 - Phrase prediction
 - Predict ahead
 - Next word
 - Expanded dictionaries such as
 - Topic dictionaries
 - Work banks
- May use
 - Phonic spelling functionality
 - Built in speech output

CAUTION

For Accommodations

- Student must be on an IEP or 504 to receive accommodation
 - If not, will invalidate the assessment
 - Student will not receive a score
 - Will count as a non-participant
- If there is an [exception](#), contact Assessment Office at DOE

SPECIAL ED OR 504 PLAN

- In Campus must mark 504 if on a 504 to receive accommodation
- In Campus must have a current sped record to receive accommodations

Dix, Chicks
Grade: 03 #188478224 DOB: 10/21/2009 Gender: F

Summary Enrollments Flags Assessment

Save Delete New Print Enrollment History

Alpena 36-1: 36001

Gifted ☐ 504 Plan ☐

N: No

Transportation Category

State Exclude ☐ Student in Foster Care ☐

Special Ed Fields

Effective Date 08/19/2019	Special Ed Program B: Severe Disabilities	Special Ed Category 0120: Self-Contained Classroom 0-39%
Primary Disability 530: Multiple Disabilities		Multiple Disability 1 560: Autism Spectrum Disorder
Multiple Disability 2 505: Emotional Disturbance		Multiple Disability 3 <input type="text"/>
Multiple Disability 4 <input type="text"/>		Multiple Disability 5 <input type="text"/>

QUESTIONS ABOUT ACCOMMODATIONS



RESOURCES ALREADY AVAILABLE

- SD Assessment Gateway - <https://sd.portal.cambiumast.com/>
 - Resources at the top
 - Search by 'Students and Family'
 - Student Interface Overview
 - Search by 'Educators'
 - Tools, Supports, and Accommodations
 - Accessibility and Accommodations Training Module
 - Embedded Universal Tools and Online Features Module





THINGS TO REMEMBER



ACCOMMODATIONS ENABLED AT STATE LEVEL

- Reading Passages accommodation (text-to-speech or read aloud – document needed)
- Print on Demand (document needed)
- Permissive mode (email)
- Non-embedded accommodations (email)
- When?
 - By Feb 1st (soft deadline, but do need time to get into system and will depend on how many are received)
 - OR sooner if needed for Interim assessments (allow at least a week)

PRINT ON DEMAND

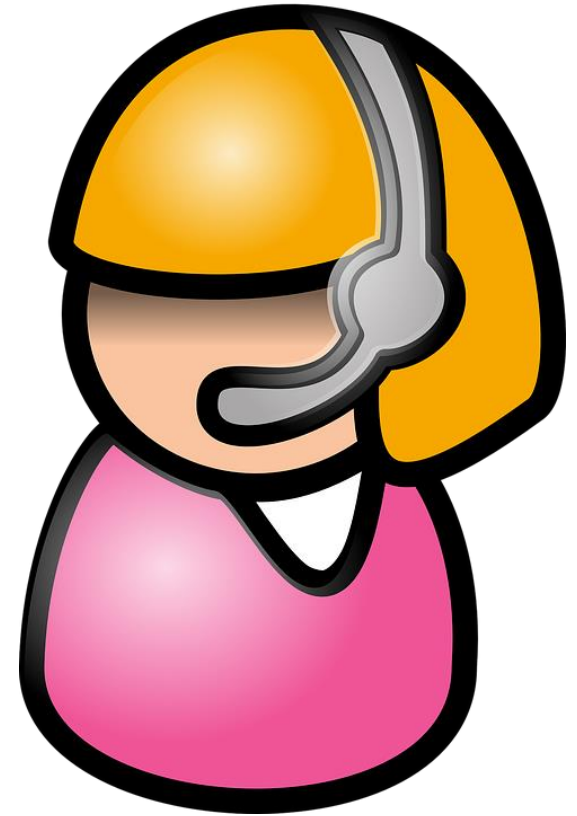
- **What is it**
 - Complicated way to print the assessment
 - Takes 3-4 times longer to take the assessment
 - Many security breach concerns
- **Who should receive this accommodation**
 - Students that can't sit in front of a computer screen
 - Causes migraines
 - Triggers seizures
 - Others?

PERMISSIVE MODE

- Must contact DOE to enable
- May be needed for Non-Embedded Supports and/or Accommodations that need to interact with the computer
 - Amplification
 - Magnification
 - Noise Buffers
 - Alternate Response Options
 - Speech-to-Text
 - Word Prediction

TASKS THAT MAY BE REQUIRED

- Speech-to-text (student reads into computer that does the typing)
 - need to have a stand-alone voice recognition program
- Magnification devices – for students with a visual impairment and students with a hearing impairment
 - Enable the permissive mode
- Amplification device – for students with a hearing impairment
- Other Assistive Technology devices that may need to interact with the test platform



TEXT-TO-SPEECH/READ ALOUD ONE OR THE OTHER – NOT BOTH

Supports

ELA – items (questions and answers)

ELA PT – all (items and passages)

Math – all (items and stimuli)

Science – all (items and stimuli)

- Only for those who need it
- Not for all kids in classroom
- May hinder not help

Accommodations

ELA – passages

- Very few in the state
- Must have a print disability
- Documented on IEP
- Receiving intensive instruction and interventions in fundamental reading
- Requires specialized formats for reading

PASSAGES – STIMULI – ITEMS – WHAT IS THE DIFFERENCE?

ELA

The screenshot shows an ELA assessment interface. On the left, a purple box labeled "Passage" contains the text of "A Rainy Day at the Farmer's Market". In the center, a light blue box labeled "Items" contains a question and five multiple-choice options. On the right, a sidebar contains a "Text to speech" button and other utility icons. The interface includes navigation buttons at the top and a line reader on the right side.

Read the passage and answer the questions.

A Rainy Day at the Farmer's Market

I heard the honking of the horn as my dad's truck pulled into the driveway. Immediately, I knew it was time to stop playing catch with my dog. My grandmother called, "Matthew! Your dad is home. Please come help him!"

I was disappointed. It was a cloudy Saturday, and I thought we would be able to skip the Farmer's Market. I had hoped to do what I wanted today, but no such luck.

"Matthew!" Grandmother called again.

"I'll be right there!" I yelled.

"Please get the big umbrellas from the basement," Grandmother said. "It looks like it's going to rain."

Items

1 Matthew and his family go to the farmer's market regularly. Pick the **two** details from the passage that support this inference.

- ☐ Kayla helps load the crates onto the truck.
- ☐ Matthew knows his friend Jose will be there.
- ☐ Grandmother bakes pies to sell at the market.
- ☐ Dad knows the name of the parking attendant.
- ☐ Matthew thinks the rain will allow them to stay home.

2 Read the sentences from the passage.

I knew that my friend Jose and his family were supposed to be at the market, so I searched for them, keeping my fingers crossed that it didn't start to rain.

Text to speech

Math

The screenshot shows a Math assessment interface. At the top, a yellow box labeled "Stimuli" contains a word problem about Jarrod adding fractions. Below it, a pink box labeled "Items" contains a question asking which statement corrects Jarrod's mistake. The interface includes a line reader on the right side.

Stimuli

Jarrod is adding $3\frac{2}{6}$ and $7\frac{5}{6}$.

He uses these steps to find the sum.

Step 1: $3 + 7 = 10$

Step 2: $\frac{2}{6} + \frac{5}{6} = \frac{7}{12}$

Step 3: $10 + \frac{7}{12} = 10\frac{7}{12}$

Items

Jarrod made a mistake. Select the statement that corrects his mistake.

- Ⓐ In Step 1, he should have multiplied 3 and 7 by 6 before adding.
- Ⓑ In Step 2, he should not have added the denominators.
- Ⓒ In Step 2, he should have multiplied 2 and 5 instead of adding them.
- Ⓓ In Step 3, he should not have added the whole number and fraction.

1. The expand button
2. Reading Passages for ELA forms
3. Special Accommodation Consideration For
4. Print on Demand Form
5. Other resources/items

<https://doe.sd.gov/Assessment/>

Special Education- accommodations and supports

- Accommodation Memo
- Districtwide Assessment Policy Guidance
- Reading Passages (Gr 3-5)
- Reading Passages (Gr 6-11)
- Special Accommodation Consideration
- Print on Demand
- National Center and State Collaborative (NCSC Alternative Assessment)

Designated Supports and Accommodation Information	
SD Accommodation Manual	SBAC Read Aloud Protocol
South Dakota's Tools, Supports, and Accommodations (SD-TSA)	SBAC Scribing Protocol
Reading Passages Accommodations	ISAAP Tool - Directions
Accommodations Summary	ISAAP - Online Tool
TIDE Settings Worksheet (updated)	
State Assessment Accommodations Worksheet	SBAC Multiplication Table
SBAC UAAG Supplement: Language Supports / (pdf)	SBAC Hundreds Chart

READING PASSAGE ALOUD

Signatures are still needed All boxes must be checked

SBAC Reading Passages Read Aloud/Text-to-Speech (Grades 3-5)

District: [Click here to enter text.](#) **School:** [Click here to enter text.](#) **School Year:** [Click here to enter text.](#)

Student Name: Click here to enter text.	SIMS: Click here to enter text.	Grade: Choose an item.
Special Ed Teacher: Click here to enter text.	Disability: Click here to enter text.	
<input type="checkbox"/> IEP or <input type="checkbox"/> 504 Plan	<input type="checkbox"/> Text-to-Speech (computer read)	or <input type="checkbox"/> Read Aloud (human reader)

The text-to-speech or human read aloud accommodations are intended to provide access for a very small number of students for printed or written texts for Reading Passages. These students have print-related disabilities and otherwise would be unable to participate in the state assessment. This accommodation is **NOT** intended for students reading moderately below grade level. Schools should use a variety of sources as evidence when making accommodation decisions.

Please provide a brief explanation of the student's need for the text-to-speech or read aloud accommodation for reading passages. Include in the explanation information from evaluations, present levels of performance, services and supports, and/or goal, as well as what interventions have been provided and the outcome of those interventions.

[Click here to enter text.](#)

Assurances: Please check mark each assurance.

- ☐ I assure the student has:
- Blindness or a significant visual impairment and has not yet learned (or is unable to use) Braille, or
 - A disability that severely limits or prevents him or her from accessing printed text, even after varied and repeated attempts to teach the student to do so
- ☐ I assure there is documentation in the current IEP of:
- Remedial reading services
 - The student's current reading skills
 - IEP goals related to reading development
 - Other accommodations or supplementary aids and/or services provided to the student to support reading instruction
- ☐ I assure the student receives:
- Ongoing intensive instruction and/or interventions in foundational reading skills
- ☐ I assure the student:
- Requires specialized formats including text-to-speech or read aloud for all content areas in which reading is required (such as belongs to Bookshare or a similar organization or computer based textbooks from publisher)

Sped Director or 504 Coordinator	Date	Assessment Coordinator	Date
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DUE: February 1

Please send to:	Beth Schiltz, Program Specialist SD DOE, Special Education 800 Governors Drive Pierre, SD 57501	OR	Email to: Beth.Schiltz@state.sd.us
		OR	Fax to: (605) 773-3782

Note: All assurances must be agreed to (all boxes checked). Form content verification may be completed during onsite visits.

SBAC Reading Passages Read Aloud/Text-to-Speech (Grades 6-11)

District: [Click here to enter text.](#) **School:** [Click here to enter text.](#) **School Year:** [Click here to enter text.](#)

Student Name: Click here to enter text.	SIMS: Click here to enter text.	Grade: Choose an item.
Special Ed Teacher: Click here to enter text.	Disability: Click here to enter text.	
<input type="checkbox"/> IEP or <input type="checkbox"/> 504 Plan	<input type="checkbox"/> Text-to-Speech (computer read)	or <input type="checkbox"/> Read Aloud (human reader)

The text-to-speech or human read aloud accommodations are intended to provide access for a very small number of students for printed or written texts for Reading Passages. These students have print-related disabilities and otherwise would be unable to participate in the state assessment. Schools should use a variety of sources as evidence when making accommodation decisions.

Please provide a brief explanation of the student's need for the text-to-speech or read aloud accommodation for reading passages. Include in the explanation information from evaluations, present levels of performance, services and supports, and/or goals as well as how the accommodation is being used in the classroom.

[Click here to enter text.](#)

Assurances: Please check mark each assurance.

- ☐ I assure the student has:
- Blindness or a significant visual impairment and has not yet learned (or is unable to use) Braille or
 - A disability that prevents him or her from accessing printed text
- ☐ I assure there is documentation of:
- Other accommodations or supplementary aids and/or services provided to the student to support reading instruction
- ☐ I assure the student receives:
- Ongoing instruction and/or interventions in reading skills
- ☐ I assure the student:
- Requires specialized formats including text-to-speech or read aloud for all content areas in which reading is required (such as belongs to Bookshare or a similar organization or computer based textbooks from publisher)

Sped Director or 504 Coordinator	Date	Assessment Coordinator	Date
----------------------------------	------	------------------------	------

DUE: February 1

Please send to:	Beth Schiltz, Program Specialist SD DOE, Special Education 800 Governors Drive Pierre, SD 57501	OR	Email to: Beth.Schiltz@state.sd.us
		OR	Fax to: (605) 773-3782

Note: All assurances must be agreed to (all boxes checked). Form content verification may be completed during onsite visits.

PRINT ON DEMAND

SBAC Print on Demand Request

District: [Click here to enter text.](#) School: [Click here to enter text.](#) School Year: [Click here to enter text.](#)

Student Name: Click here to enter text.		SIMS: Click here to enter text.		Grade: Choose an item.	
Special Ed Teacher: Click here to enter text.		Disability Category Click or tap here to enter text.		<input type="checkbox"/> IEP <input type="checkbox"/> 504 Plan <input type="checkbox"/> Other (explain below)	
ELA <input type="checkbox"/> Items <input type="checkbox"/> Passages <input type="checkbox"/> Items & Passages		ELA-PT <input type="checkbox"/> Items <input type="checkbox"/> Passages/Stimuli <input type="checkbox"/> Items & Passages/Stimuli		Math <input type="checkbox"/> Items <input type="checkbox"/> Stimuli <input type="checkbox"/> Items & Stimuli	
				Science <input type="checkbox"/> Items <input type="checkbox"/> Stimuli <input type="checkbox"/> Items & Stimuli	

Please provide an explanation regarding why Print on Demand is needed. The explanation should include information from evaluations, present levels of performance, services and supports, goals and/or and circumstances for which Print on Demand is needed.

[Click here to enter text.](#)

Assurances: Please check mark each assurance.

- ☐ I assure that the IEP or 504 plan indicates the state assessment will be provided via a print version.
- ☐ I assure that a certified staff will administer the assessment.
- ☐ I assure that a certified staff will act as a scribe, entering the student's information from the printer version of the item into the online delivery system.
- ☐ I assure that the certified staff acting as scribe has been trained according to the Scribe Protocol. (<https://doe.sd.gov/Assessment/SMARTERbalanced.aspx> in the Designated Supports and Accommodations Information section)
- ☐ I assure that a location with a printer and shredder has been dedicated for printing and destruction of the assessment.
- ☐ I assure that a certified staff has been assigned to wait by the printer for the item, deliver the item to the student, and immediately shred the item once the answer has been entered into the online test delivery system.

Sped Director or 504 Coordinator

Date

Assessment Coordinator

Date

DUE: February 1

Please send to:

Beth Schiltz, Program Specialist
SD DOE, Special Education
800 Governors Drive
Pierre, SD 57501

OR

Email to: Beth.Schiltz@state.sd.us

OR

Fax to: (605) 773-3782

Note: Form content verification may be completed during onsite visits.

SPECIAL CONSIDERATIONS

State Assessment Special Accommodation Consideration Request

If your student on an IEP or 504 [plan](#) is currently using an accommodation not listed as an allowable standard accommodation for the state assessments, you may submit a request to use that accommodation during the state assessment administration. Please fill out the following form and submit to DOEAassessment@state.sd.us no later than **March 1**. The accommodation must be approved prior to start of the test window.

Remember, the student must have been using the accommodation during instruction prior to the state assessment administration and the student should be familiar with the required accommodation. If it is determined by the South Dakota Department of Education that your request for an accommodation will not invalidate the student's score, you will be instructed to use the accommodation. You will need to ensure that Infinite Campus indicates the student is on an IEP or 504 [plan](#). If it is determined that your request is ~~actually for~~ a modification that would invalidate the student's score(s) instead of an accommodation, you should not use the accommodation/modification. All questions must be completed ~~in order for~~ your request to be considered. Responses will be e-mailed or faxed after receipt of the request.

Accommodations are changes made to the assessment procedures in order to provide a student with access to information and an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment.

Modifications are changes in what a student is expected to know. Modifications alter the instruction level, content and/or performance expectations required of the student. Providing 2 answer choices when other students have 4 choices is a modification.

District/School: _____ Student SIMS number: _____
Your Name: _____ Position: _____
Phone Number: _____ E-Mail: _____

Before submitting this accommodation form, are you sure there are no allowable accommodations that might be used instead of the special accommodation requested?

☐ Yes ☐ No (If No, a [Special Accommodation](#) request is NOT appropriate)

1. Describe the accommodation you are requesting and explain how the accommodation levels the playing field for the student.

- Only submit for those accommodations not included for the state assessment but the student still uses for instruction
- Very seldom used
- Must have SD DOE approval before being used for assessment
- By Mar 1st – need time to consider before the assessment window opens

AVAILABLE TOOLS

<https://doe.sd.gov/Assessment/>

- SD Tools, Supports, and Accommodations Guidelines document (SD TSA)
- TIDE Settings Worksheet
- Accommodations Summary
- Read Aloud Protocol (has been updated)
- Scribe Protocol (has been updated)

Designated Supports and Accommodation Information	
SD Accommodation Manual	SBAC Read Aloud Protocol
South Dakota's Tools, Supports, and Accommodations (SD-TSA)	SBAC Scribing Protocol
Reading Passages Accommodations	ISAAP Tool - Directions
Accommodations Summary	ISAAP - Online Tool
<u>TIDE Settings Worksheet (updated)</u>	
State Assessment Accommodations Worksheet	SBAC Multiplication Table
SBAC UAAG Supplement: Language Supports / (pdf)	SBAC Hundreds Chart

TIDE SETTINGS WORKSHEETS WORKSHEET

SD ELA, Math, & Science Assessment Supports and Accommodations Test Settings

District: [Click here to enter text.](#)

School: [Click here to enter text.](#)

School Year: [Click here to enter text.](#)

Student Name: Click here to enter text.		SIMS: Click here to enter text.		Grade: Choose an item.
Special Ed Teacher: Click here to enter text.		Classroom Teacher: Click here to enter text.		
<input type="checkbox"/> IEP	<input type="checkbox"/> 504 Plan	<input type="checkbox"/> LAP Plan	<input type="checkbox"/> Other Supports Process	
IEP Date: Click here to enter text.		Disability: Click here to enter text.		

Mark the following tools, supports, and/or accommodations in TIDE (Test Information Distribution Engine) for this student for the English Language Arts (ELA), ELA-PT (Performance Task), mathematics, & science state assessment: (click on the text in each box to enable the [drop down](#) feature or mark the checkbox.)

Tools Embedded (UT)				
	ELA	ELA-PT	Mathematics	Science
Zoom	1X	1X	1X	1X
English Glossary	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off	
Embedded Designated Supports (DS)				
	ELA	ELA-PT	Mathematics	Science
Color Contrast	Black on White (UT)	Black on White (UT)	Black on White (UT)	Black on White (UT)
Illustration Glossary			<input type="checkbox"/> On <input checked="" type="checkbox"/> Off	
Masking	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off
Mouse Pointer	System Default	System Default	System Default	System Default
Streamlined Mode	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off
Text To Speech	None	None	None	None
Translation Glossaries			No Translation	
Non-Embedded Designated Supports (DS)				
	ELA	ELA-PT	Mathematics	Science
	<input checked="" type="checkbox"/> None <input type="checkbox"/> Amplification <input type="checkbox"/> Color Contrast <input type="checkbox"/> Color Overlay <input type="checkbox"/> Magnification	<input checked="" type="checkbox"/> None <input type="checkbox"/> Amplification <input type="checkbox"/> Bilingual Dictionary <input type="checkbox"/> Color Contrast <input type="checkbox"/> Color Overlay <input type="checkbox"/> Color Overlay	<input checked="" type="checkbox"/> None <input type="checkbox"/> Amplification <input type="checkbox"/> Color Contrast <input type="checkbox"/> Color Overlay <input type="checkbox"/> Glossary - Arabic	<input checked="" type="checkbox"/> None <input type="checkbox"/> Amplification <input type="checkbox"/> Color Contrast <input type="checkbox"/> Color Overlay <input type="checkbox"/> Magnification

- Word format
- Includes Science
- Now 3 pages
- Needs to be completed on a computer due to dropdowns
- Changes:
 - English Glossary
 - Illustration Glossary
 - Translation Glossaries

- PDF format
 - Can be printed and handed to teacher
- Can be printed

Embedded Universal Toosl (UT)				Non-Embedded Designated Supports			
ELA	ELA-PT	M	S	ELA	ELA-PT	M	S
			Translation (Glossary)				Amplification (DS)
			No Glossary				Bilingual Dictionary (DS)
			English (default)				Color Contrast (DS)
			Arabic (DS)				Color Overlay (DS)
			Burmese (DS)				Glossary - Arabic (DS)
			Cantonese (DS)				Glossary - Burmese (DS)
			Filipina (DS)				Glossary - Cantonese (DS)
			Hmong (DS)				Glossary - Filipino (DS)
			Illustration (DS)				Glossary - Hmong (DS)
			Korean (DS)				Glossary - Illustration (DS)
			Mandarin (DS)				Glossary - Korean (DS)
			Punjabi (DS)				Glossary - Mandarin (DS)
			Russian (DS)				Glossary - Punjabi (DS)
			Somali (DS)				Glossary - Russian (DS)
			Spanish (DS)				Glossary - Somali (DS)
			Ukrainian (DS)				Glossary - Spanish (DS)
			Vietnamese (DS)				Glossary - Ukrainian (DS)
			Arabic & English (DS)				Glossary - Vietnamese (DS)
			Burmese & English (DS)				Magnification (DS)
			Cantonese & English (DS)				Medical Device (DS)
			Filipina & English (DS)				Noise Buffer (DS)
			Hmong & English (DS)				Read Aloud Items (DS)
			Illustration & English (DS)				Read Aloud Items - Spanish (DS)

ACCOMMODATIONS SUMMARY

- One page document
- List of tools, supports and accommodations
 - Brief summary for each

South Dakota ELA, Math, & Science Assessments

	Embedded	Non-Embedded
Universal Tools (available to all students)	<ul style="list-style-type: none"> - Breaks (unlimited, must adhere to pause rule) - Calculator (Math: grades 6-8 & 11, for specific items; Science) - Digital Notepad (item specific, does not save) - English Dictionary (for ELA performance task full-writes) - English Glossary (Math - item specific) - Expandable Passages (enlarges areas on screen) - Global Notes (for ELA perform task, saved from segment to segment) - Highlighter (does not save) - Keyboard Navigation (keyboard shortcuts) - Line Reader (allows students to track reading) - Mark for Review (flag items to return to at end of segment) - Math Tools (includes embedded ruler, embedded protractor – item specific; For Science when needed) - Reference Sheet (Science – formula sheet, periodic table) - Spell Check (ONLY indicates a misspelled word) - Strikethrough (allows students to gray out answers) - Thesaurus (For ELA performance task full writes) - Writing Tools (Example: bold, italic, underline, cut, paste, spell check,) - Zoom (enlarges the assessment) 	<ul style="list-style-type: none"> - Breaks (unlimited, must adhere to pause rule) - English Dictionary (For ELA performance tasks full-writes) - Reference Guides (for Science, periodic table, formula sheet) - Scratch Paper (ELA & Science – lined or plain white paper; Math – graph paper is acceptable at all levels; white board and marker is acceptable in replacement of scratch paper assuring it is wiped clean following the assessment) - Thesaurus (for ELA performance tasks full-writes)
Designated Supports (available for students with a need –enable in TIDE)	<ul style="list-style-type: none"> - Color Contrast (adjust screen background color and font color) - Illustration Glossary (for ELA and Math) - Masking (allows student to block out any content then deem nonessential or distracting) - Mouse Pointer (able to set to a larger size and change color) - Streamline (alternate format in which items are displayed below the stimuli) - Text-to-Speech (For Math & Science stimuli and items; and ELA items (not reading passages) computer reads to student) - Translated Test Directions (For math items) - Translations (Glossary) (For math items) - Translations (Stacked) (For math items) - Turn off Any Universal Tools (disable any tool that might be distracting and not needed or unable to be used by the student) - Zoom (Fixed to 1.5X – 20X) 	<ul style="list-style-type: none"> - Amplification (assistive technology used to amplify the listening section – must enable permissive mode) - Bilingual Dictionary (For ELA performance task full-writes; word to word dictionary) - Color Contrast (for paper copies of assessment) - Color Overlay (color transparency) - Illustration Glossary (ELA and Math) - Magnification (assistive technology used to magnify aspects of the assessment beyond the zoom capabilities – may need to enable permissive mode) - Medical Support (e.g. Glucose Monitor) - Noise Buffers (ear muffs, white noise, etc.) - Read Aloud (For Math & Science stimuli and items and ELA items (not passages); trained human reads assessment to student – must be one to one) - Read Aloud in Spanish (For math for EL student first year in country; trained human reads assessment to student – must be one to one) - Separate Setting - Simplified Test Directions (test administrator simplifies or paraphrases test directions from the test administrator's manual) - Translated Test Directions (ELA & Math - PDF of translated directions in supported languages read by bilingual human reader) - Translations (Glossary) (For math items on the paper-pencil test)
Accommodations (plan –enable in TIDE)	<ul style="list-style-type: none"> - American Sign Language (For ELA listening items and math items – ASL embedded video with human signer shown on screen) - Braille (Contracted and uncontracted braille available; nemeth code available for math) - Braille Transcript (of the closed captioning for the listening portion of the assessment; in contracted and uncontracted) - Closed Captioning (for ELA listening items; printed text appears on screen as video plays) - Text-to-Speech (ELA reading passages – computer reads reading passages to student) 	<ul style="list-style-type: none"> - 100s Number Table (For grades 4-8 & 11, math items – paper based table listing numbers 1-100) - Abacus (Math: in place of scratch paper for visually impaired students) - Alternate Response Options (Examples: adapted keyboards, large keyboards, StickyKeys, Mouse Keys, FilterKeys, adapted mouse, touch screen, head wand, and switches – may need permissive mode enabled) - Braille (paper based assessment) - Calculator (Braille/talking calculators) (For calculator-allowed items only in grades 6-8 & 11) - Large Print (fixed paper assessment)

READ ALOUD AND SCRIBE PROTOCOLS

READ ALOUD GUIDELINES

June 27, 2019

When a student cannot access text-to-speech, an embedded resource available on the state assessment, the student may be eligible to work with a test reader. A test reader is a certified adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the *Guidelines for Read Aloud, Test Reader* presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

On the state assessments, test readers are allowable across all grades as a designated support for mathematics, science and ELA items as appropriate (not ELA reading passages). Test readers are allowable for ELA reading passages in addition to items as a documented accommodation in all grades (in addition to science, mathematics, and ELA items). Note that this accommodation is appropriate for a very small number of students (estimated to be approximately 1-2% of students with disabilities participating in a general assessment).

QUALIFICATIONS FOR TEST READERS

- The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test readers must be a certified staff, trained on the administration of the assessment, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.

PREPARATION

- Test readers should read and sign a test security/confidentiality agreement prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and

SCRIBING PROTOCOL FOR SMARTER BALANCED ASSESSMENTS

June 27, 2019

A scribe is an adult who writes down what a student dictates in a variety of ways (e.g., speech, American Sign Language (ASL), braille, assistive communication device). The guiding principle in scribing is to ensure that the student has access to and is able to respond to test content.

Scribes are allowable as a documented accommodation for ELA, math, and science.

QUALIFICATIONS FOR SCRIBES

- The scribe should be an adult who is familiar with the student, such as the certified teacher who is typically responsible for scribing during educational instruction and assessments.
- Scribes must have demonstrated knowledge and experience in the subject for which scribing will be provided.
- Scribes should have extensive practice and training in accordance with state administration and security policies and procedures as articulated in test administration manuals, guidelines, and related documentation.

PREPARATION

- Scribes should read and sign a test security/confidentiality agreement prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test environment will help facilitate the scribe's ability to record the student's answers. Scribes may wish to review the practice test to become familiar with the assessment.
- Scribes should be familiar with the Individualized Education Program (IEP) or 504 plan if the student for whom they are scribing has a disability, so that there are plans in place for providing all needed designated supports and accommodations.
- Scribes should also have a strong working knowledge of the embedded and non-embedded universal tools, designated supports, and accommodations available on the state assessments.
- Scribes should review the Scribing Protocol with the student at least one to two days prior to

SOUTH DAKOTA ASSESSMENT GATEWAY -

[HTTPS://SD.PORTAL.CAMBIUMAST.COM/INDEX.HTML](https://sd.portal.cambiumast.com/index.html)

[Home](#) [Students and Families](#) [Educators](#) [Technology Coordinators](#) [Resources](#)



Welcome to the South Dakota Gateway

This site contains information about the South Dakota Assessments

Announcements

[Find More](#)

MEETING

SD Assessments Program Online System Trainings 2022

12/27/2021

SD Assessments Program Online System Trainings 2022: February 21-25 from 4:00-5:00pm CT

INFORMATIONAL

Help Desk Holiday Hours

12/22/2021

The helpdesk will be closed on 12/23, 12/24, and 12/30.

■ Walk-through of site

ASSISTIVE TECHNOLOGY MANUAL

- <https://sd.portal.cambiumast.com/resources/technology-coordinators/assistive-technology-manual>
- Provides information on how to set up some of the assistive technology programs



south dakota
DEPARTMENT OF EDUCATION
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Resource

[Home](#) > [Resources](#) > [Assistive Technology Manual](#)

[< Back](#)

USER GUIDE

Assistive Technology Manual

This manual provides an overview of the embedded and non-embedded with special accessibility needs complete online tests in the Test I

Assistive Technology Manual 

DEMONSTRATION OF STUDENT'S PRACTICE TEST

- <https://sd.portal.cambiumast.com/families.html>

The screenshot shows the 'Please Sign In' page of the Cambium Assessment System (CAS). At the top, the title 'Please Sign In' is displayed in a dark blue font. Below the title, there is a white box with the instruction 'To listen to the instructions, click the + button.' and a small grey button with a plus sign. Underneath this, there are two white boxes, each containing a toggle switch and text. The first box has a blue toggle switch labeled 'ON' and the text 'Guest User' followed by 'Toggle to sign in as yourself'. The second box has a blue toggle switch labeled 'ON' and the text 'Guest Session' followed by 'Toggle to join an active session'. At the bottom of the page, there is a green button labeled 'Sign In'. On the left side of the bottom section, there is a link icon and the text 'Run Diagnostics'. On the right side, it says 'Browser: Chrome v97'. A mouse cursor is visible near the bottom right of the page.

Please Sign In

To listen to the instructions, click the + button. +

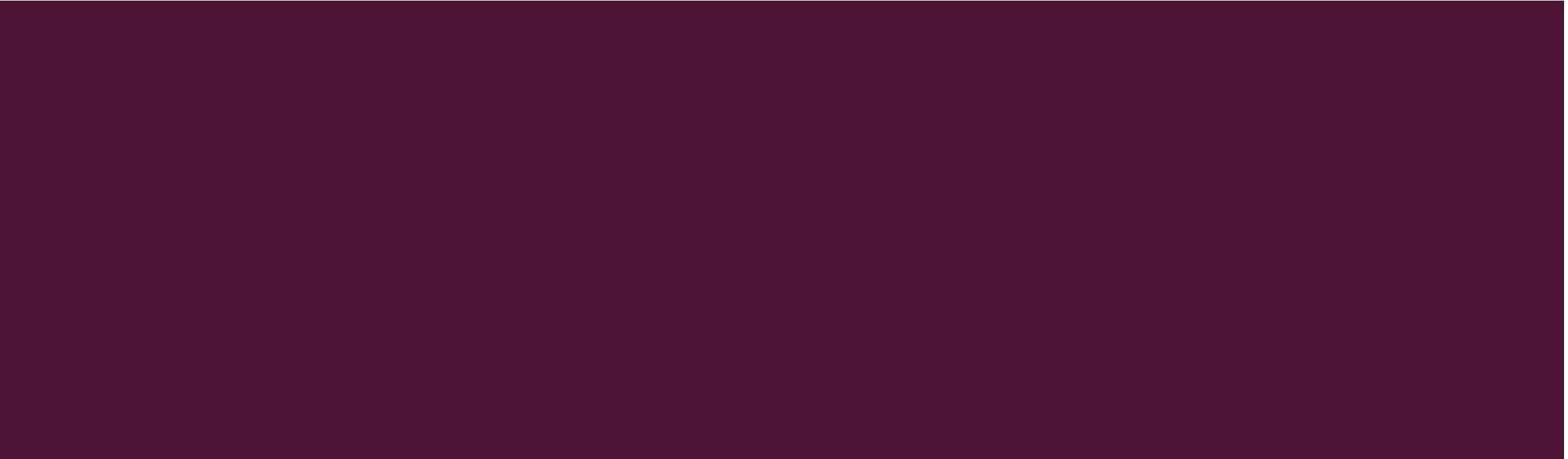
Guest User
Toggle to sign in as yourself

Guest Session
Toggle to join an active session

Run Diagnostics Browser: Chrome v97

Sign In

HOW TO MARK AND CHECK TEST SETTINGS IN TIDE 101



BEFORE WE START

- Supports and accommodation do **NOT** carry over from year to year
- Districts decide who enters this information

STUDENT INFORMATION IN TIDE (TEST INFORMATION DISTRIBUTION ENGINE)

Preparing for Testing

SYSTEM



TIDE (Test Information Distribution Engine)

Manage users and student information, order paper materials and monitor test progress.

- How many know what this is?
- How many have access to this?
- Are you responsible for updating this?
- Who in your district updates this?

<https://sd.portal.cambiumast.com/educators.html>

HOW TO MARK SUPPORTS AND ACCOMMODATIONS IN TIDE

- Login to TIDE
- <https://sd.portal.cambiumast.com/users/educators/>
- For training purposes I'm signed in as a DA

Login



[Forgot Your Password?](#)

Secure Login

First Time Login This School Year?

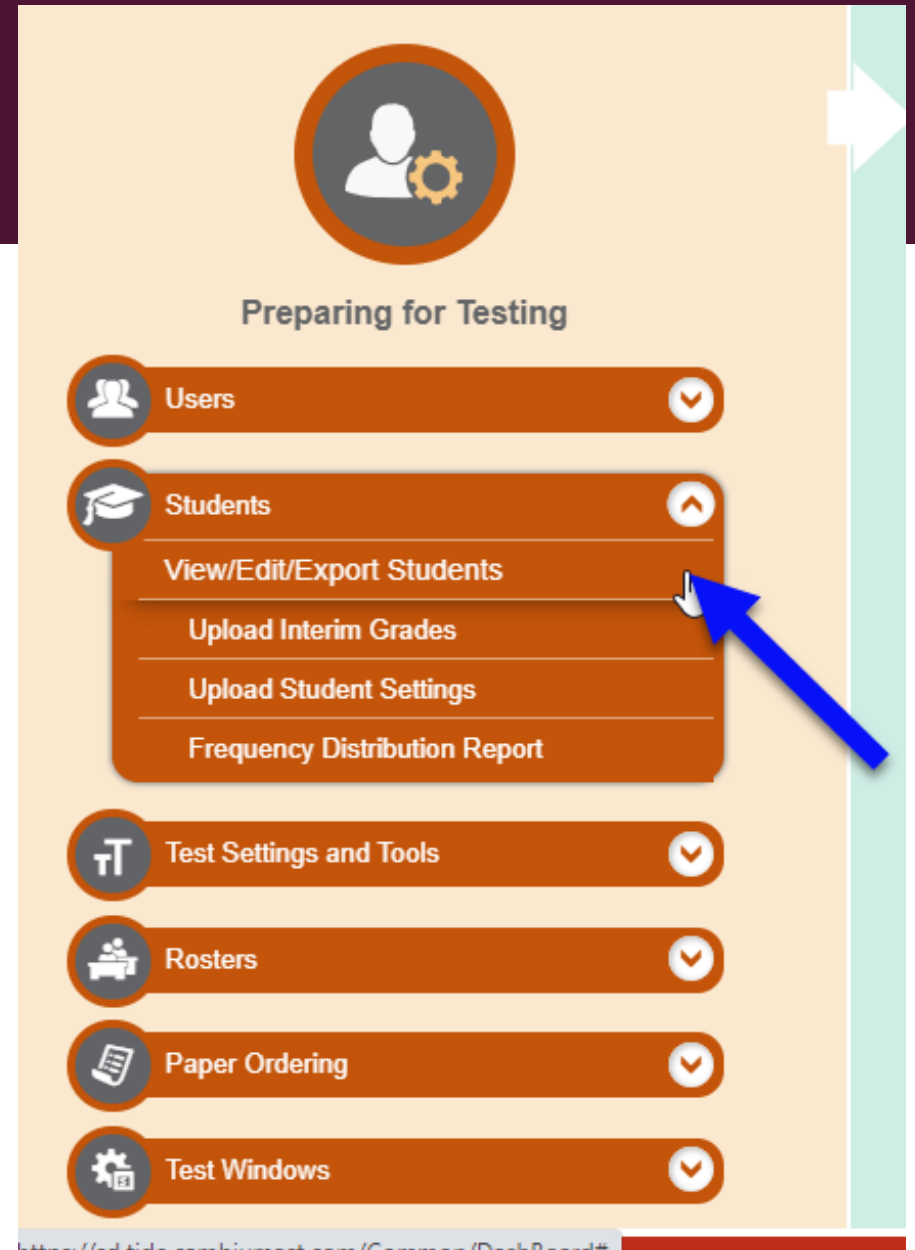
The password you used during the previous school year has expired.

[Request a new one for this school year.](#)

STUDENT INFORMATION

- Preparing for testing section
- Students section
- Click on view/edit/export Students

This is where you select the supports and accommodations for students



SEARCH BY STUDENT

1. Select the school or schools (can select one or more)
 - Then select one or more of the following criteria
2. Student's last name
3. Student's first name
4. Student's SSID (state ID)
5. Grade
6. Finally – select search

View/Edit/Export Students
Use this page to view, edit, or export students. [more info](#)

Search Students

*District: Polo Training District - 69: ▾

*School: Polo Elementary -03 - 69301_69301-03

Student's Last Name:

Student's First Name:

SSID:

Grade: None selected ▾

Advanced Search

Search Fields: -- Select -- ▾

The screenshot shows the 'Search Students' interface. Red arrows with numbers 1 through 6 point to the following elements: 1. The '*School' dropdown menu. 2. The 'Student's Last Name' text input field. 3. The 'Student's First Name' text input field. 4. The 'SSID' text input field. 5. The 'Grade' dropdown menu. 6. The 'Search' button at the bottom right.

FINDING A GROUP OF STUDENTS

export students. [more info](#)

ct: Polo Training District - 69 ▼

pl: Polo Elementary -03 - 69301_69301-03 ▼

Grade: None selected ▼

Student's First Name:

SSID:

☐ Select all

☒ Polo Elementary -03 - 69301_69301-03

☐ Polo High School -01 - 69301_69301-01

☐ Polo Middle School -02 - 69301_69301-02

- By school or by all schools
- By grade
- Don't forget to click the search button

STUDENT SEARCH RESULTS



Your search returned 20 results

View Results

Export to Inbox ▾

Modify Search

- Search by grade 3
- 20 results
- Options
 - View results
 - Export to inbox
 - Modify search

STUDENT SEARCH

1. This will expand so you can refine your search or do a different search
2. Print icon – gives options and puts info PDF documents to print
3. Export icon – gives the option to export to excel or csv documents
4. Check this box to select all the students
5. Click the pencil icon to bring up specific student information

The screenshot shows the 'View/Edit/Export Students' page. At the top, there are navigation tabs for 'Users', 'Students', 'Test Settings and Tools', and 'Rosters'. Below the tabs, the page title 'View/Edit/Export Students' is displayed. A red arrow points from callout 1 to the 'more info' link. Another red arrow points from callout 2 to the '+' icon in the 'Add New Students' button. A red arrow points from callout 3 to the print icon. A red arrow points from callout 4 to the search input field. A red arrow points from callout 5 to the pencil icon in the first row of the student table.

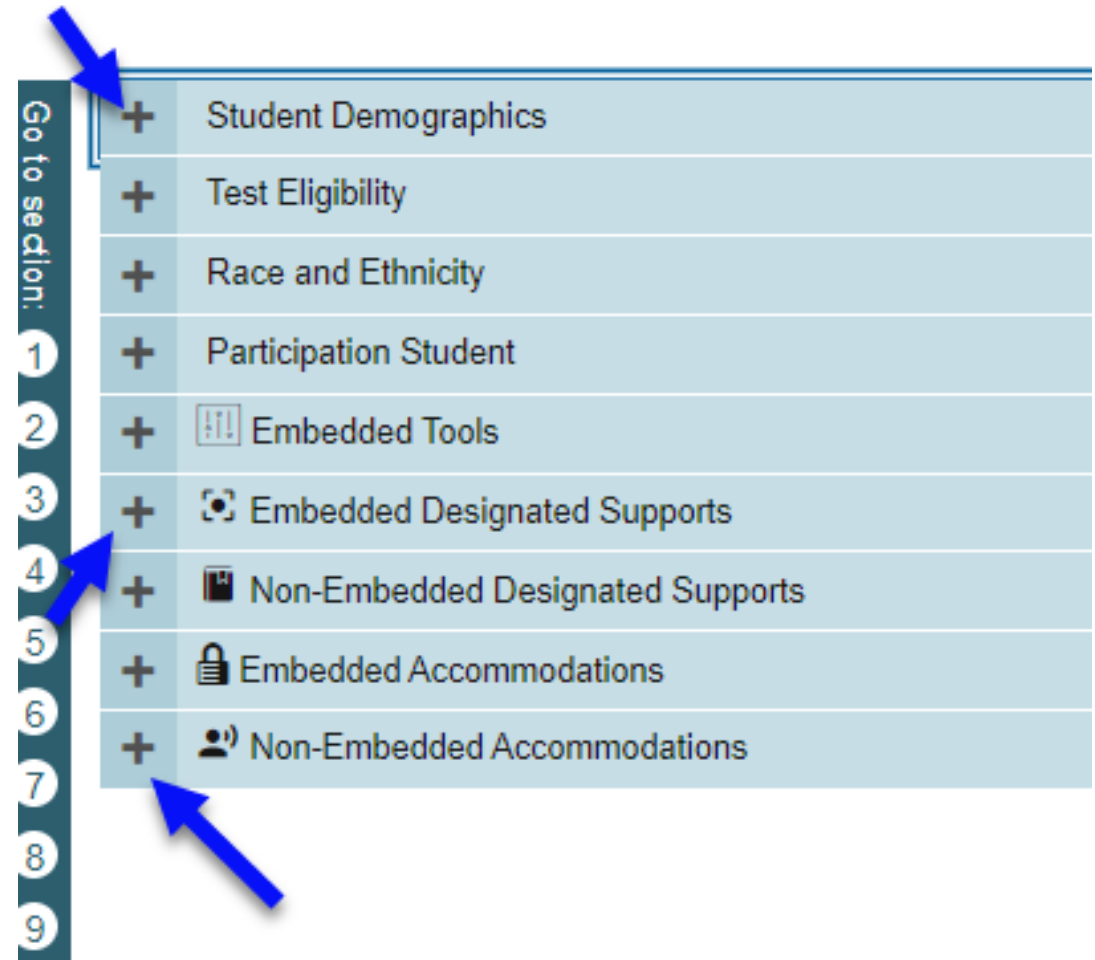
Number of students found: 20

Enter search terms to filter search results

School Information		Student Information	
	District	Student's Last Name	Student's First Name
<input type="checkbox"/>	69301	Smith	Jon
<input type="checkbox"/>	69301	Smith	Jonny

STUDENT INFORMATION

- If you get a screen like this, just click on the + symbols to expand to the information



STUDENT INFORMATION

Notice all areas are greyed out – these are pulled from Infinite Campus so any changes must be made there.

1. Student SSID number
2. Grade
3. IDEA Indicator (is yes, student is on an IEP)
4. Primary Disability (if on an IEP should be a disability type here)
5. Section 504 Indicator

The screenshot shows a 'Student Demographics' form with various input fields. Red arrows and numbered boxes (1-5) highlight specific areas:

- 1** points to the ***SSID** field, which contains the value 'SD1234580'.
- 2** points to the ***Grade** dropdown menu, which is currently set to '11'.
- 3** points to the ***IDEA Indicator** radio buttons, with 'Yes' selected.
- 4** points to the **Primary Disability Type** dropdown menu, which is currently set to '- Select -'.
- 5** points to the ***Section 504** dropdown menu, which is currently set to 'No'.

Other visible fields include: District (69301 - Polo Training District - 69301), School (69301_69301-01 - Polo High School -01), Reporting ID (SD1234580), Student's Last Name (Jones), Student's First Name (Sara), Student's Middle Name (empty), *Gender (Male/Female), BirthDate (MMDDYYYY) (03291997), *Confirmation Code (Sara), Paper Tester (No), District assigned student identifier (empty), *LEP Status (Yes/No), Language Code (empty), English Language Proficiency Level (empty), Migrant Status (Yes/No), First Entry Date into a US School (MMDDYYYY) (empty), ALT Tester (Yes/No), Limited English Proficiency Entry Date (MMDDYYYY) (empty), Temporary State Accommodation Override (Yes/No), Limited English Proficiency Exit Date (MMDDYYYY) (empty), Title III Language Instruction Program Type (- Select -), and Primary Disability Type (- Select -).

STUDENT INFORMATION

- Embedded Tools
- Embedded Designated Supports
- Non-embedded Designated Supports
- Embedded Accommodations
- Non-embedded Accommodations
- Scroll bar across (for each section if screen isn't showing all the information)
- Scroll bar up/down (for information not showing on the screen)

Student: Jonny Smith

1

2

3

4

5

6

7

Embedded Tools	ELA	ELA-PT	Mathematics
Zoom	1X	1X	1X

Embedded Designated Supports

Embedded Designated Supports	ELA	ELA-PT	Mathematics
Color Contrast	Black on White	Black on White	Black on White
Masking	OFF	OFF	OFF
Mouse Pointer	System Default	System Default	System Default
Streamlined Mode	OFF	OFF	OFF
Text To Speech	None	None	None

Non-Embedded Designated Supports

Non-Embedded Designated Supports	ELA	ELA-PT	Mathematics
Non-Embedded Designated Supports	None	None	None

Embedded Accommodations

Embedded Accommodations	ELA	ELA-PT	Mathematics
Braille Type	Not Applicable	Not Applicable	Not Applicable
Closed Captioning	OFF		
Permissive Mode	OFF	OFF	OFF
American Sign Language	OFF		OFF
Braille Transcript	OFF		
Presentation/Language	English	English	English
Print On Demand	None	None	None

Non-Embedded Accommodations

Non-Embedded Accommodations	ELA	ELA-PT	Mathematics
Non-Embedded Accommodations	None	None	None

ELA, ELA-PT, MATH, & SCIENCE

- Designated Supports and Accommodations need to be marked for each subject area they are needed.
- ELA (English, Language Arts) column
- ELA-PT (English, Language Arts-Performance task) column
- Math column
- Scroll bar (to get to the Science column)

View/Edit Student: Jonny Smith

	ELA	ELA-PT	Mathematics
Zoom	1X		
Embedded Designated Supports			
Color Contrast	Black on White	Black on White	Black on White
Masking	OFF	OFF	OFF
Mouse Pointer	System Default	System Default	System Default
Streamlined Mode	OFF	OFF	OFF
Text To Speech	None	None	None
Non-Embedded Designated Supports			
Non-Embedded Designated Supports	None	None	None
Embedded Accommodations			
Embedded Accommodations			

DROP-DOWN BOXES

- Can only select one option per drop down
- If not greyed out districts can select the option
- Drop-down arrow
- Some options are embedded tools
- Some options are designated supports

The screenshot displays a software interface with three main panels. The top panel, 'Embedded Tools', contains a table with columns for 'Embedded Tools', 'ELA', and 'ELA-PT'. The middle panel, 'Embedded Designated Supports', contains a table with columns for 'Embedded Designated Supports' and 'ELA-PT'. The bottom panel, 'Non-Embedded Designated Supports', is currently empty. A dropdown menu is open for the 'ELA' column in the 'Embedded Tools' panel, showing options: 'English Glossary', '1X', 'Embedded Tools', 'Designated Supports', '5X (Streamline required)', '10X (Streamline required)', '15X (Streamline required)', and '20X (Streamline required)'. Red arrows and numbers highlight specific features: 1 points to the dropdown arrow, 2 points to the 'Embedded Tools' option, and 3 points to the 'Designated Supports' section.

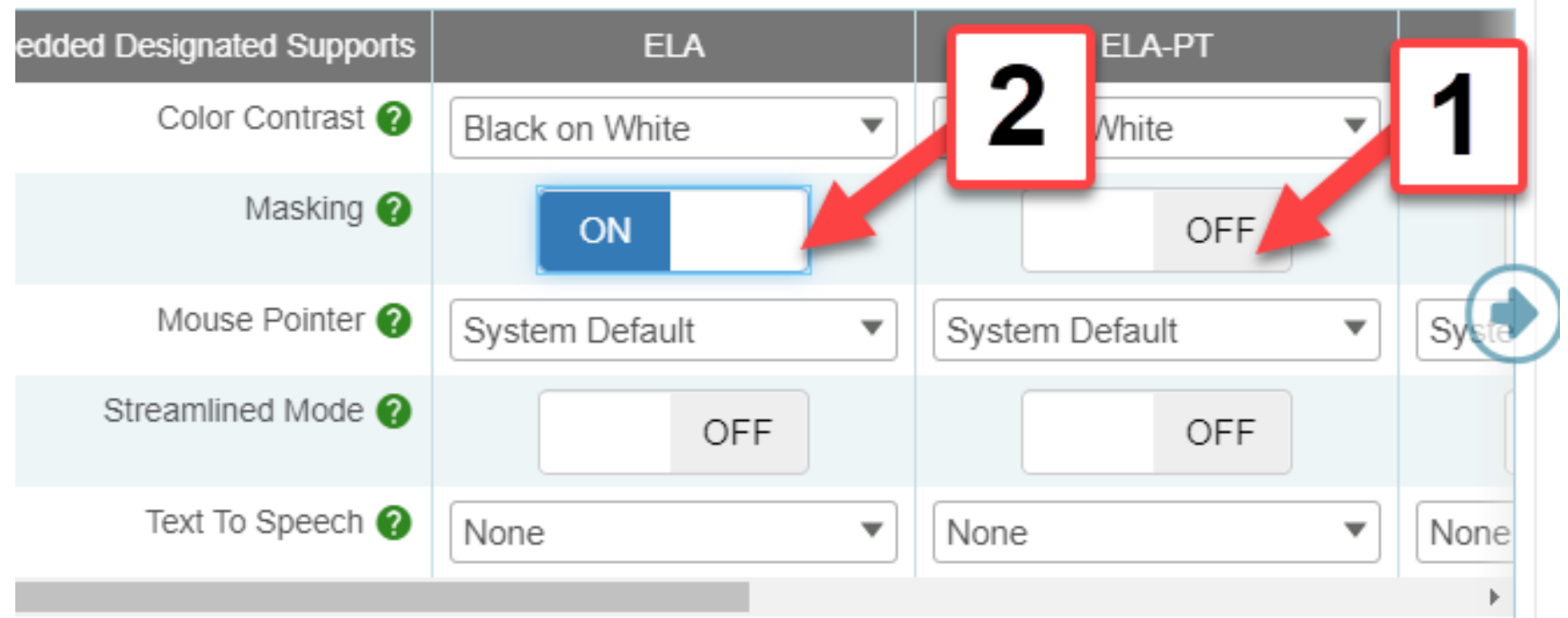
Embedded Tools	ELA	ELA-PT
Translation (Glossary) ?	English Glossary	English Glossary
Zoom ?	1X	1X

Embedded Designated Supports	ELA-PT
Color Contrast ?	Black on White
Masking ?	OFF
Mouse Pointer ?	System
Streamlined Mode ?	OFF
Text To Speech ?	None

ON/OFF SWITCH

- Off is the default
- Click to turn on

Added Designated Supports	ELA	ELA-PT
Color Contrast ?	Black on White	White
Masking ?	<div><div>ON</div></div>	<div><div>OFF</div></div>
Mouse Pointer ?	System Default	System Default
Streamlined Mode ?	<div><div>OFF</div></div>	<div><div>OFF</div></div>
Text To Speech ?	None	None



NON-EMBEDDED DESIGNATED SUPPORTS

- Drop down arrow
- Select as many as needed
- None is the default
- Scroll bar if more options are available

The screenshot shows a web interface for configuring 'Non-Embedded Designated Supports'. A dropdown menu is open, showing a list of support options. Red arrows and numbered boxes highlight key features: 1 points to the dropdown arrow, 2 points to the 'None' option (which is selected), 3 points to the dropdown menu itself, and 4 points to the scroll bar on the right side of the menu.

Non-Embedded Designated Supports	ELA	ELA-PT
Non-Embedded Designated Supports ?	None	None
Embedded Accommodations		
Embedded Accommodations		
Type ?	Not	
Closed Captioning ?		
Permissive Mode ?	OFF	OFF
American Sign Language ?	OFF	

- ☒ None
- ☐ Amplification
- ☐ Color Contrast
- ☐ Color Overlay
- ☐ Magnification
- ☐ Medical Support
- ☐ Noise Buffers

GREYED OUT

- If greyed out, must be enabled by the state
- Greyed out
- Greyed out
- Greyed out
- Save (DON'T FORGET TO SAVE, if you have made any changes) 😊

The screenshot shows a settings interface with several rows of options. The first four rows (Closed Captioning, Permissive Mode, American Sign Language, Braille Transcript) have 'OFF' buttons that are greyed out. A red arrow labeled '1' points to the 'Permissive Mode' button. The next two rows (Presentation/Language, Print On Demand) have dropdown menus with 'English' and 'None' respectively. A red arrow labeled '2' points to the 'Print On Demand' dropdown. Below these is a section header 'Non-Embedded Accommodations' in a blue bar. Under this header, there are two columns: 'ELA' and 'ELA-P'. The 'ELA' column has a dropdown menu with 'None' selected. A red arrow labeled '3' points to this dropdown. At the bottom, there are 'Save' and 'Cancel' buttons. A red arrow labeled '4' points to the 'Save' button.

	Not Applicable	Not Applicable
Closed Captioning ?	<input type="button" value="OFF"/>	<input type="button" value="OFF"/>
Permissive Mode ?	<input type="button" value="OFF"/>	<input type="button" value="OFF"/>
American Sign Language ?	<input type="button" value="OFF"/>	<input type="button" value="OFF"/>
Braille Transcript ?	<input type="button" value="OFF"/>	<input type="button" value="OFF"/>
Presentation/Language ?	English	English
Print On Demand ?	None	None

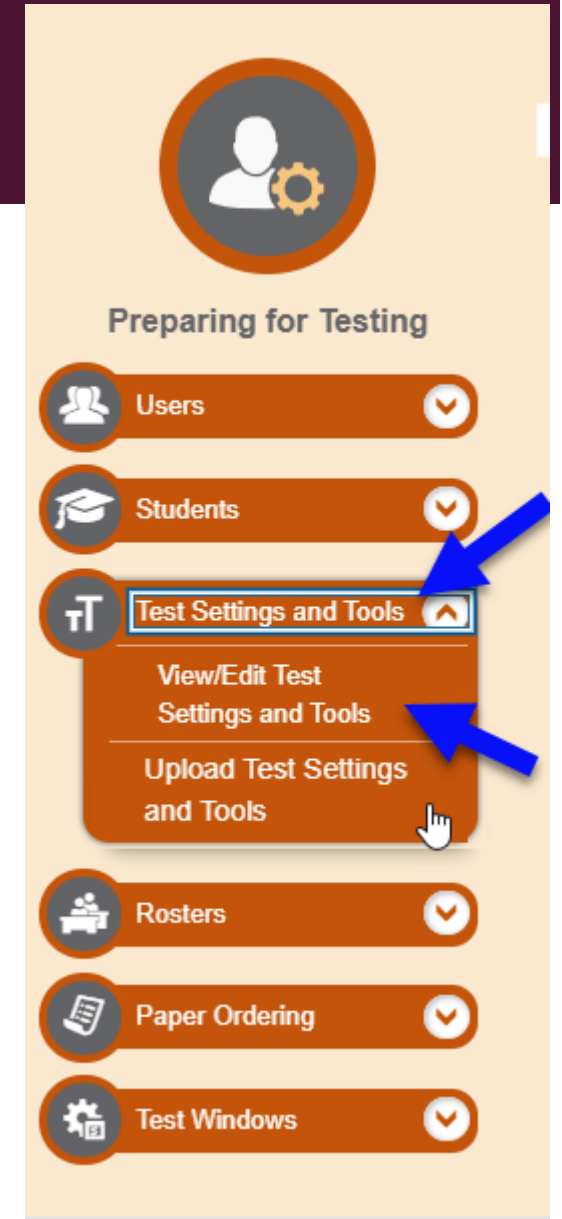
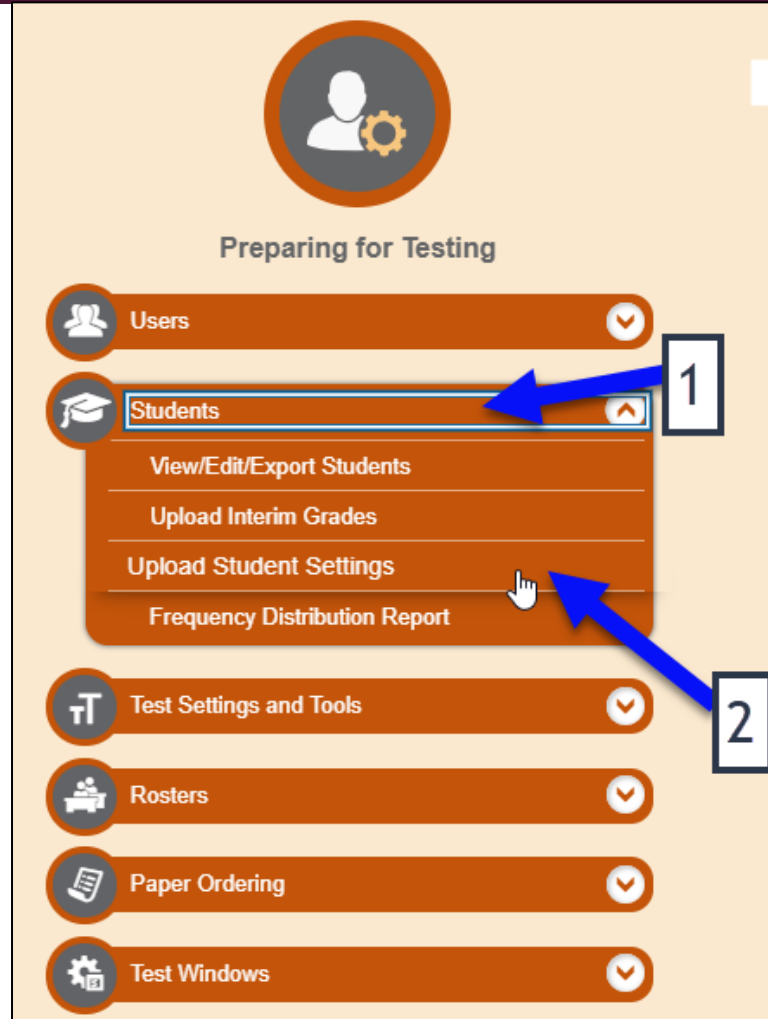
Non-Embedded Accommodations

Non-Embedded Accommodations	ELA	ELA-P
Non-Embedded Accommodations ?	None	None

Save Cancel

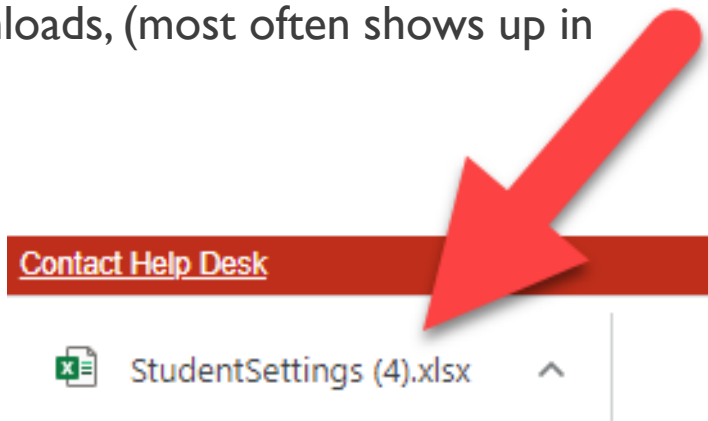
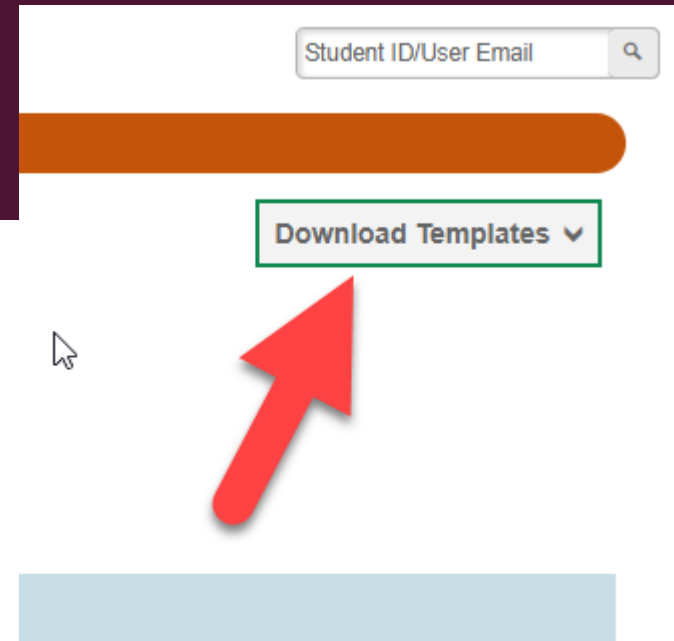
ADDING A GROUP OF STUDENTS

- There is a way to add a group of students all at once.
- Go to the Students section and click on 'Upload Student Settings'
- OR
- Go to the Test Settings and Tools section and click on 'Upload Test Settings and Tools'
- Both go to the same place



TEMPLATE

- Must download the template in the upper right-hand corner
 - CSV or
 - EXCEL
- Know where the template downloads, (most often shows up in the lower left-hand corner)



FILLING OUT THE SPREADSHEET

Must have a separate line for each support or accommodation needed for each subject area.

1. Must type in the student's SSID number (student state ID – must be 9 digits)
2. Drop down box for subject area – this generates which supports and accommodations are appropriate for that subject
3. Drop down box for tools name that is appropriate for that subject area
4. Scroll bar to see all that are available
5. Value for that support or accommodations – could be something as simple as on or off; or it could be the name of the support

Make sure to save the document with a name you will remember and a place you can find it.

The screenshot shows an Excel spreadsheet with the following data:

	SSID	Subject	Tool Name	Value
2	123456789	ELA	Non-Embedded Designated Supports	Separate Setting
3	123456789	Mathematics	Non-Embedded Designated Supports	Separate Setting
4	123456789	Science		

The dropdown menu for 'Tool Name' in row 4 is open, showing the following options:

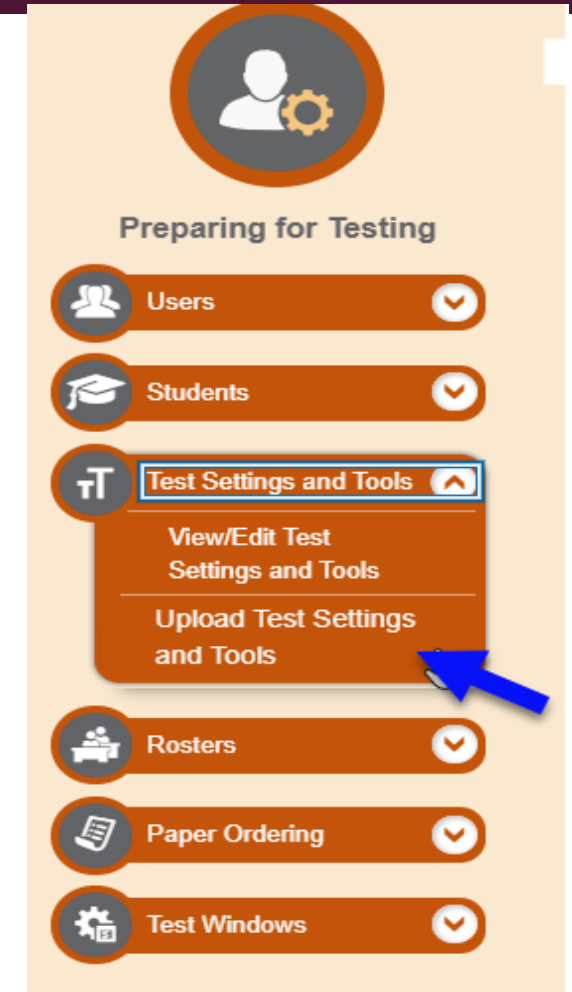
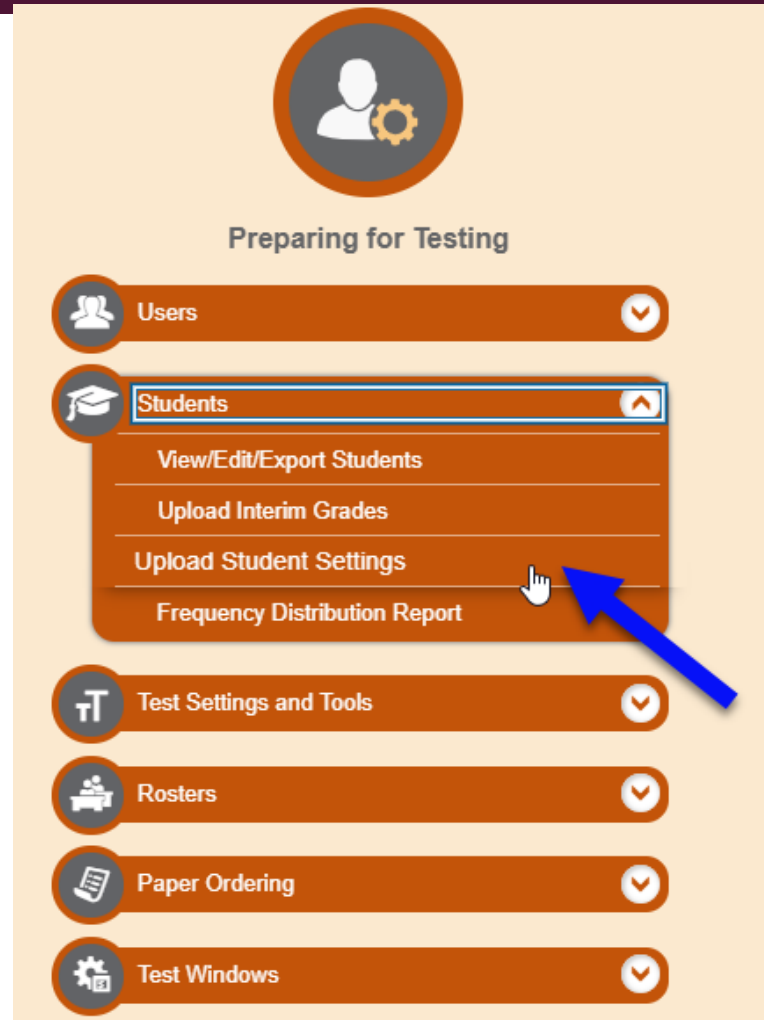
- Masking
- Mouse Pointer
- Non-Embedded Accommodations
- Non-Embedded Designated Supports
- Permissive Mode
- Presentation/Language
- Print on Demand
- Streamline

Red arrows and numbers 1 through 5 indicate the steps:

1. Enter SSID
2. Select subject
3. Select tool name
4. Scroll through the dropdown list
5. Enter the value

UPLOAD SUPPORTS AND ACCOMMODATIONS FILE

- Go back to the Students section— Select 'Upload Test Settings and Tools
- OR
- Go to the Test Settings and Tools section – Click on 'Upload Test Settings and Tools
- Both take you to the same place



UPLOAD TEMPLATE

This is a 4-step process –

Step I – Upload File

1. Click on browse (make sure to remember where you saved the file)
2. Notice the file is listed
3. Click next

The screenshot shows the 'Upload Student Settings' interface. At the top, there are navigation tabs: 'Preparing for Testing' (active), 'Administering Tests', and 'After Testing'. Below these are menu items: 'Users', 'Students', 'Test Settings and Tools', 'Rosters', 'Paper Ordering', and 'Test Windows'. The main heading is 'Upload Student Settings'. A progress bar shows four steps: '1. Upload' (active), '2. Preview', '3. Validate', and '4. Confirmation'. Below the progress bar, an information icon is followed by the text: 'Use this page to upload a file of students' test settings and tools you want to add or modify. [more info](#)'. The main heading 'Step 1: Upload File' is displayed. A file 'StudentSettings (1).xlsx' is listed in a box. To the right of the file list is a green 'Browse' button. Below the file list is a light blue bar with a plus icon and the text 'Upload History'. At the bottom right, there is a 'Next' button. Three numbered red boxes with arrows indicate the steps: Box 1 points to the 'Browse' button, Box 2 points to the file 'StudentSettings (1).xlsx', and Box 3 points to the 'Next' button.

VERIFY THE FILE IS CORRECT

Step 2 – Preview information

- Asks you to verify if file is correct
- Hit the next button
- This may take a couple of minutes to complete

Users ▾ Students ▾ Test Settings and Tools ▾ Rosters ▾ Paper Ordering ▾ Test Windows ▾

Upload Student Settings

1. Upload 2. Preview 3. Validate 4. Confirmation

i Verify you uploaded the correct file. Click **Next**. If the values in the columns are incorrect, try re-creating your upload file using one of the available templates from the previous Upload Test Settings and Tools page.

Step 2: Preview

Row Number	SSID	Subject	Tool Name	Value
1	SD1234628	ELA	Streamline	Separate Setting
2	SD1234628	Mathematics	Non-Embedded Designated Supports	Separate Setting
3	SD1234628	Science	Non-Embedded Accommodations	Scribe
4	SD1234628	ELA	TTS	Passages and Items
5	SD1234628	ELA-PT	Non-Embedded Accommodations	Scribe
6	SD1234628	Science	TTS	Stimuli and Items

Next Cancel

UPLOAD ERRORS

Step 3 - Validate

- There are 4 upload errors with the file
- Show the row number for the error (line 1)
- Tool name is streamline
- Value is separate setting which doesn't match streamline
- Non-embedded accommodation – must be set at the state level and this is a district level account
- Same as 4 – a non-embedded accommodation
- TTS (text-to-speech for ELA) –
- For Passages and Items (this accommodation need to be set at the state level after the form has been filled out)
- Upload revised file once you have made the changes/corrections

The screenshot shows the 'Step 3: Validate' interface. At the top, there are navigation tabs: 'Preparing for Testing', 'Administering Tests', and 'After Testing'. Below these are dropdown menus for 'Users', 'Students', 'Test Settings and Tools', 'Rosters', 'Paper Ordering', and 'Test Windows'. A progress bar indicates the current step is '3. Validate'. A 'Download Validation Report' button is on the right.

A message states: 'Review the validation results, then click **Continue with Upload**. [more info](#)'. Below this is a table with the following data:

Row Number	SSID	Subject	Tool Name	Value
1	SD1234628	ELA	Streamline	⚠ Separate Setting
3	SD1234628	Science	Non-Embedded Accommodations	⚠ Scribe
4	SD1234628	ELA	TTS	⚠ Passages and Items
5	SD1234628	ELA-PT	Non-Embedded Accommodations	⚠ Scribe


At the bottom, there are three buttons: 'Continue with Upload', 'Upload Revised File', and 'Cancel'. A legend at the top of the table area explains the symbols: a red triangle for 'Error: The file can be uploaded, but this row will not be included.' and a blue flag for 'Warning: This field is invalid, but the row will be uploaded.'

Numbered callouts (1-8) point to specific elements: 1 points to the Row Number column header; 2 points to the Tool Name 'Streamline'; 3 points to the error 'Separate Setting'; 4 points to the error 'Scribe' for Science; 5 points to the error 'Scribe' for ELA-PT; 6 points to the error 'Passages and Items' for ELA; 7 points to the error 'Passages and Items' for ELA; 8 points to the 'Upload Revised File' button.

UPLOAD REVISED FILE

- By clicking the upload revised file button, you get a screen for you to find the file
- Click submit once you have found your file – again, this may take a couple of minutes so be patient

1 click **Continue with Upload.** [more info](#)



Upload Revised File

Select a revised file.

StudentSettings (1).xlsx

Browse

Submit

Cancel

VALIDATE

Step 3 – Validate (until it is correct)

1. Asks you to review the validation results
2. Shows this is Step 3
3. Show the validation results of 6 correct files
4. Shows there are not excluded records
5. Hit the continue with upload button

Preparing for Testing | Administering Tests | After Testing

Student ID/User

Users ▾ | Students ▾ | Test Settings and Tools ▾ | Rosters ▾ | Paper Ordering ▾ | Test Windows ▾

Upload Student Settings

1. Upload | 2. Preview | 3. Validate | 4. Confirmation

1 Review the validation results, then click **Continue with Upload**. [more info](#)

Step 3: Validate

2

3

4

5

✓ 6 record(s) will be committed.
0 record(s) will be excluded.
Your file has no errors. Click **Continue with Upload** to continue the upload process.

Continue with Upload | Upload Revised File | Cancel

UPLOAD CONFIRMATION

Step 4 - Confirmation

1. Shows step 4 – confirmation
2. Shows that 6 records were uploaded
3. Asks if you want to upload another file

The screenshot displays the 'Upload Student Settings' workflow. At the top, there are three main tabs: 'Preparing for Testing' (active), 'Administering Tests', and 'After Testing'. Below these are several sub-tabs: 'Users', 'Students', 'Test Settings and Tools', 'Rosters', 'Paper Ordering', and 'Test Windows'. The 'Upload Student Settings' section is highlighted, and a progress bar shows four steps: 1. Upload, 2. Preview, 3. Validate, and 4. Confirmation. Step 4 is currently active. Below the progress bar, the text 'Step 4: Confirmation' is displayed. A message box shows 'Results: 6 records are committed.' At the bottom right, there is a button labeled 'Upload New File'.

1. Upload Student Settings

1. Upload 2. Preview 3. Validate 4. Confirmation

Step 4: Confirmation

Results: 6 records are committed.

Upload New File

UPLOAD CAUTIONS

CAUTION

- If accommodations need to be enabled by the state for some of the same student in the upload, do the upload first as the upload may disable what the state has enabled.
- If the district does a second upload with some of the same student, be careful not to undo what has already been done

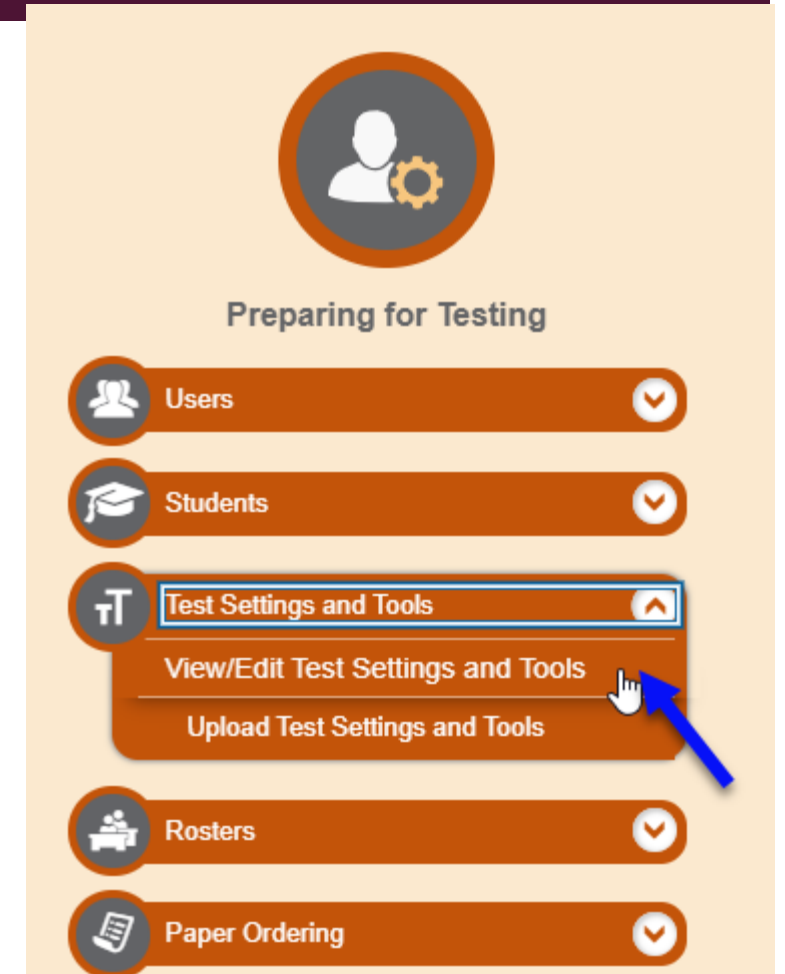
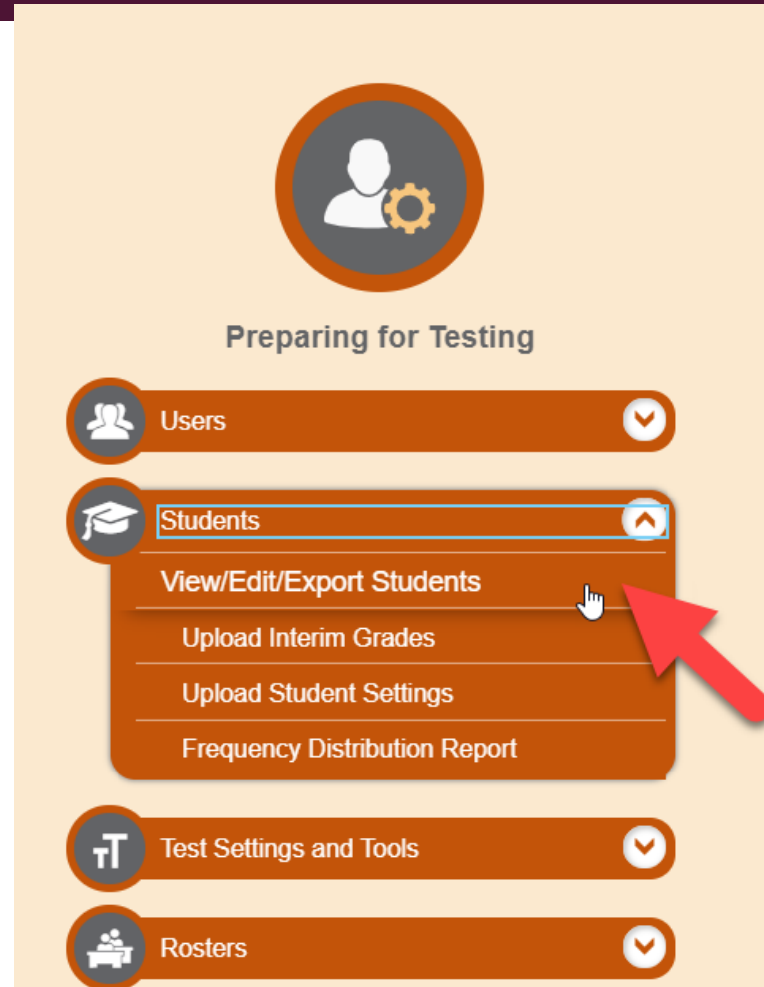


CHECK STUDENTS' SUPPORTS AND ACCOMMODATIONS



CHECKING WHAT HAS BEEN MARKED

- Go back to the students – View/edit/export students – section to see what supports and/or accommodations have been marked for each student (this will also show those that have been marked at the state level)
- OR
- Test Settings and Tools section – View/Edit Test Settings and Tools - does the same thing



SEARCHING BY SCHOOL

- Select the school
- Hit the search button

The screenshot shows a web interface for searching students. At the top, there's a header with the word "ents" partially visible. Below it, there are several input fields and a search button. A blue arrow points to the "*School:" dropdown menu, which is currently set to "Polo High School -01 - 69301_69301-01". Another blue arrow points to the "Search" button at the bottom right. A third blue arrow points to the "Add" button below the search fields. A dropdown menu is open for the "*School:" field, showing a list of schools with checkboxes. The first option, "Polo High School -01 - 69301_69301-01", is selected with a blue checkmark. Other options include "Select all", "Polo Elementary -03 - 69301_69301-03", and "Polo Middle School -02 - 69301_69301-02".

*District: Polo Training District - 69 ▼

*School: Polo High School -01 - 69301_69301-01 ▼

Student's Last Name: _____

Search

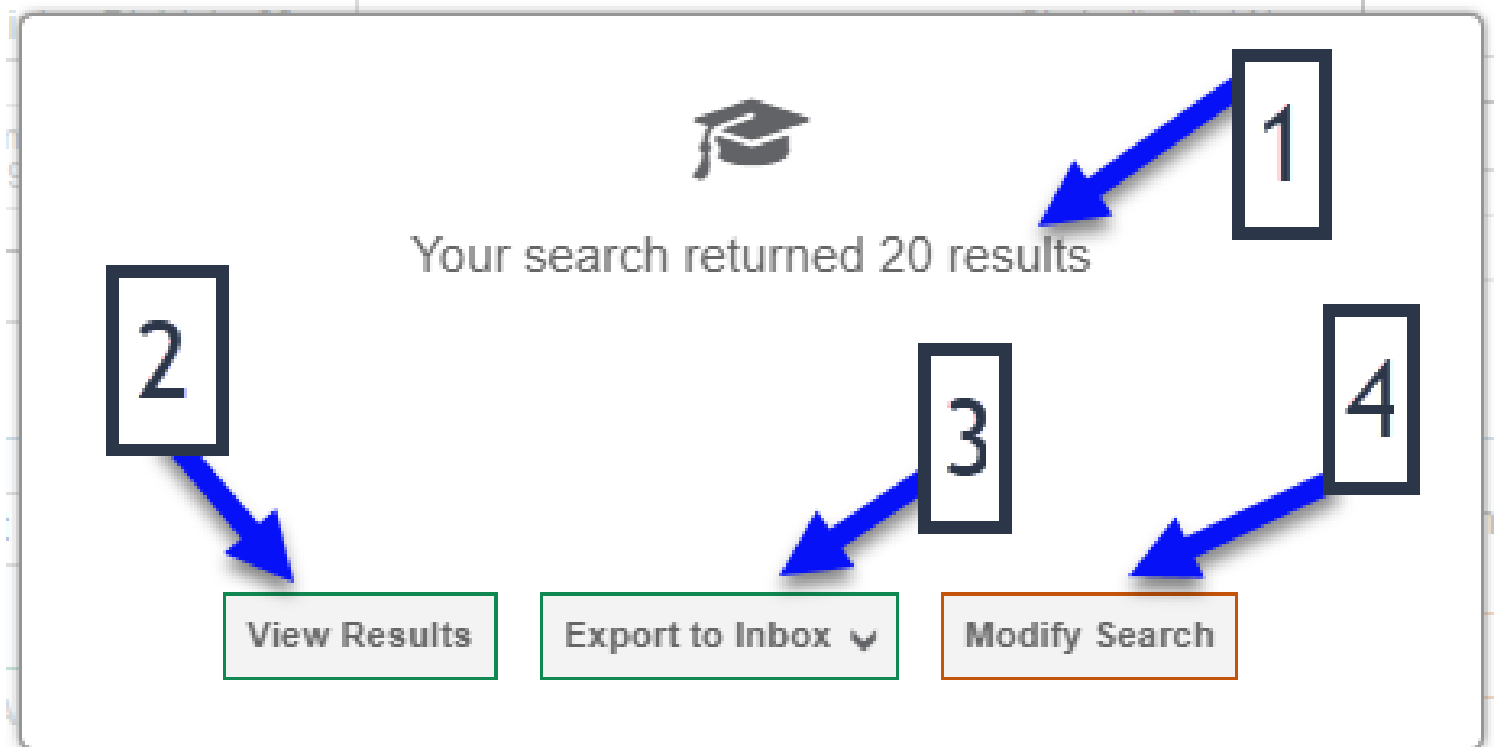
Search Fields: _____

Add

Search

RESULTS OF SCHOOL SEARCH

1. Show the number of results
2. Click to review results, or
3. Click to export to inbox, or
4. Click to modify the search (takes you back to previous screen)



SEARCH RESULTS

- 1. Shows the number of results
- 2. The row that shows information titles
- 3. Check box you can mark to select specific student(s)

+

Search Students

Number of students found: 20

Enter search terms to filter search results

<div><div></div><div></div></div>	Edit	School Information		Student Information			
		District	School	Student's Last Name	Student's First Name	Student's Middle Name	Ge
<input checked="" type="checkbox"/>	<div><div></div><div></div></div>	69301	69301_69301-01	Smith	Jon		Ma
<input checked="" type="checkbox"/>	<div><div></div><div></div></div>	69301	69301_69301-01	Smith	Jonny		Ma
<input type="checkbox"/>	<div><div></div><div></div></div>	69301	69301_69301-01	Smith	joey		Ma

Users ▾ Students ▾ Test Settings and Tools ▾ Rosters ▾ Paper Ordering ▾ Test Windows ▾

Student ID/User Email

Number of students found: 80

Enter search terms to filter search results

1-50 of 80 records | Page: 1 of 2

1	Edit	2 Student Information							3 Test Settings and Tools				
		Student's Last Name	Student's First Name	Grade	IDEA Indicator	LEP Status	Section 504	ALT Tester	Medical Exemption	Zoom	Color Contrast	Text To Speech	Streamlined Mode
<input type="checkbox"/>		Smith	Jon	06	No	No	No	No			SC-ALT:Reverse Contrast SC:Reverse Contrast MA:Reverse Contrast	MA:Stimuli and Items EL:Items	
<input type="checkbox"/>		Smith	Jonny	06	Yes	No	No	No				SC:Stimuli and Items EL:Items	EL:On
<input type="checkbox"/>		Smith	joey	06	No	No	No	No					
<input type="checkbox"/>		Smith	Joe	06	No	No	No	No					
<input type="checkbox"/>		Smith	James	06	No	No	No	No					
<input type="checkbox"/>		Smith	Jim	06	No	No	No	No					
<input type="checkbox"/>		Smith	Jamie	06	No	No	No	No					
<input type="checkbox"/>		Smith	Jack	06	No	No	No	No					

1-50 of 80 records | Page: 1 of 2

1. Show the categories – notice some have been removed
2. Test Settings and Tools
3. Color Contrast for first student – SC is Science, MA is Math, EL is English Language Arts
4. Arrow to use to show more results (or more test settings)
5. Because there are 80 students, they don't all show on the 1st page so there are 2 pages
6. Scroll bar to show more students on this page

PRINT SUPPORT AND ACCOMMODATION SETTING INFORMATION

A way to provide teachers
administering the assessment with
Supports and Accommodations
settings set for student(s)

1. The printer icon
2. Select the All Student Settings
and Tools
3. My Selected Student Settings
and Tools

View/Edit Test Settings and Tools

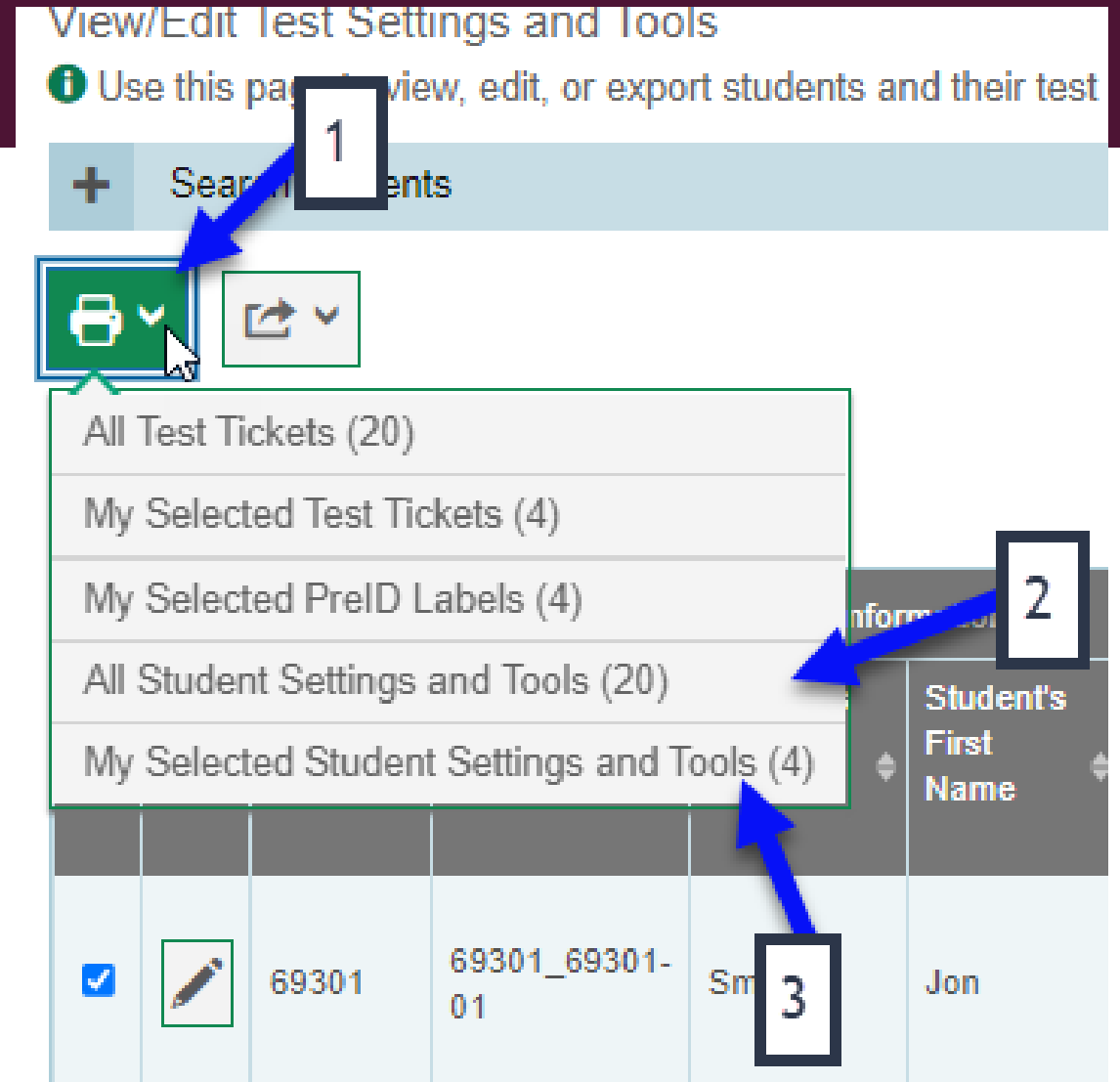
Use this page to view, edit, or export students and their test

+ Search Students

1

2

3



					Student's First Name
<input checked="" type="checkbox"/>		69301	69301_69301-01	Sm	Jon

STUDENT SETTINGS AND TOOLS DOCUMENT

1. Shows the student's name, SSID, grade, school, district, and test setting & tools
2. Shows what the test settings and tools the student has for each assessment
3. Show that no test settings and tools have been set
4. Indicates that this is the 'Student Settings and Tools' that is being printed
5. Print icon

The screenshot shows a web application interface for 'Administration: SD 2021-2022' with a timestamp of '8/27/2021, 4:43:21 PM'. On the left is a sidebar with buttons for 'Print' (green), 'Cancel' (orange), 'Print O' (blue), 'Test Tickets', 'PreID Labels', and 'Student Settings and Tools' (which has a checkmark icon). On the right is a table titled 'Student Settings and Tools'. The table has columns: Student Name, Student ID, Enrolled Grade, School, District, and Test Settings and Tools. The first row shows 'SMITH, JON' with a mouse cursor over the Student ID 'SD1234567'. The second row shows 'SMITH, JONNY'. The third row is partially visible. The 'Test Settings and Tools' column contains text for 'ELA', 'ELA-PT', 'Mathematics', and 'Science', each followed by 'Color Contrast: Medium Gray on Light Gray' and 'Non-Embedded Designated Supports: Separate Setting'.

Student Name	Student ID	Enrolled Grade	School	District	Test Settings and Tools
SMITH, JON	SD1234567	11	POLO HIGH SCHOOL -01 (69301_69301-01)	POLO TRAINING DISTRICT - 69301 (69301)	<u>ELA</u> Color Contrast: Medium Gray on Light Gray Non-Embedded Designated Supports: Separate Setting <u>ELA-PT</u> Color Contrast: Medium Gray on Light Gray Non-Embedded Designated Supports: Separate Setting <u>Mathematics</u> Color Contrast: Medium Gray on Light Gray Non-Embedded Designated Supports: Separate Setting <u>Science</u> Color Contrast: Medium Gray on Light Gray Non-Embedded Designated Supports: Separate Setting
SMITH, JONNY	SD1234568	11	POLO HIGH SCHOOL -01 (69301_69301-01)	POLO TRAINING DISTRICT - 69301 (69301)	
					<u>ELA</u> Non-Embedded Designated Supports: Simplified Test Directions Separate Setting



OR

EXPORT STUDENT SETTINGS AND TOOLS

1. Export icon
2. Students selected (4 have been selected)
3. Export just the 4 selected students (to either excel or CSV)

OR

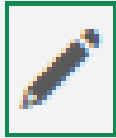



4. Export all 80 students (to excel or CSV)

The screenshot shows a web application interface for managing students. At the top, there is a search bar labeled "Search Students". Below it, there are two icons: a printer icon and a green square icon with a white arrow pointing right and a dropdown arrow, labeled with a blue arrow and the number 1. Below these icons, there is a dropdown menu with four options: "Export All to Excel (20)", "Export My Selected to Excel (4)", "Export All to CSV (20)", and "Export My Selected to CSV (4)". The second option is highlighted in green, and a hand cursor is pointing at it, labeled with a blue arrow and the number 3. Below the dropdown menu, there is a table with columns: "Edit", "Last Name", "First Name", and "Middle Name". The table contains three rows of student data. The first two rows have checkboxes in the "Edit" column that are checked, labeled with a blue arrow and the number 2. The third row has an unchecked checkbox. The table is labeled with a blue arrow and the number 4.

Edit	Last Name	First Name	Middle Name
<input checked="" type="checkbox"/>	69301	69301_69301-01	Smith
<input checked="" type="checkbox"/>	69301	69301_69301-01	Smith
<input type="checkbox"/>	69301	69301_69301-01	Smith

EXPORTED EXCEL

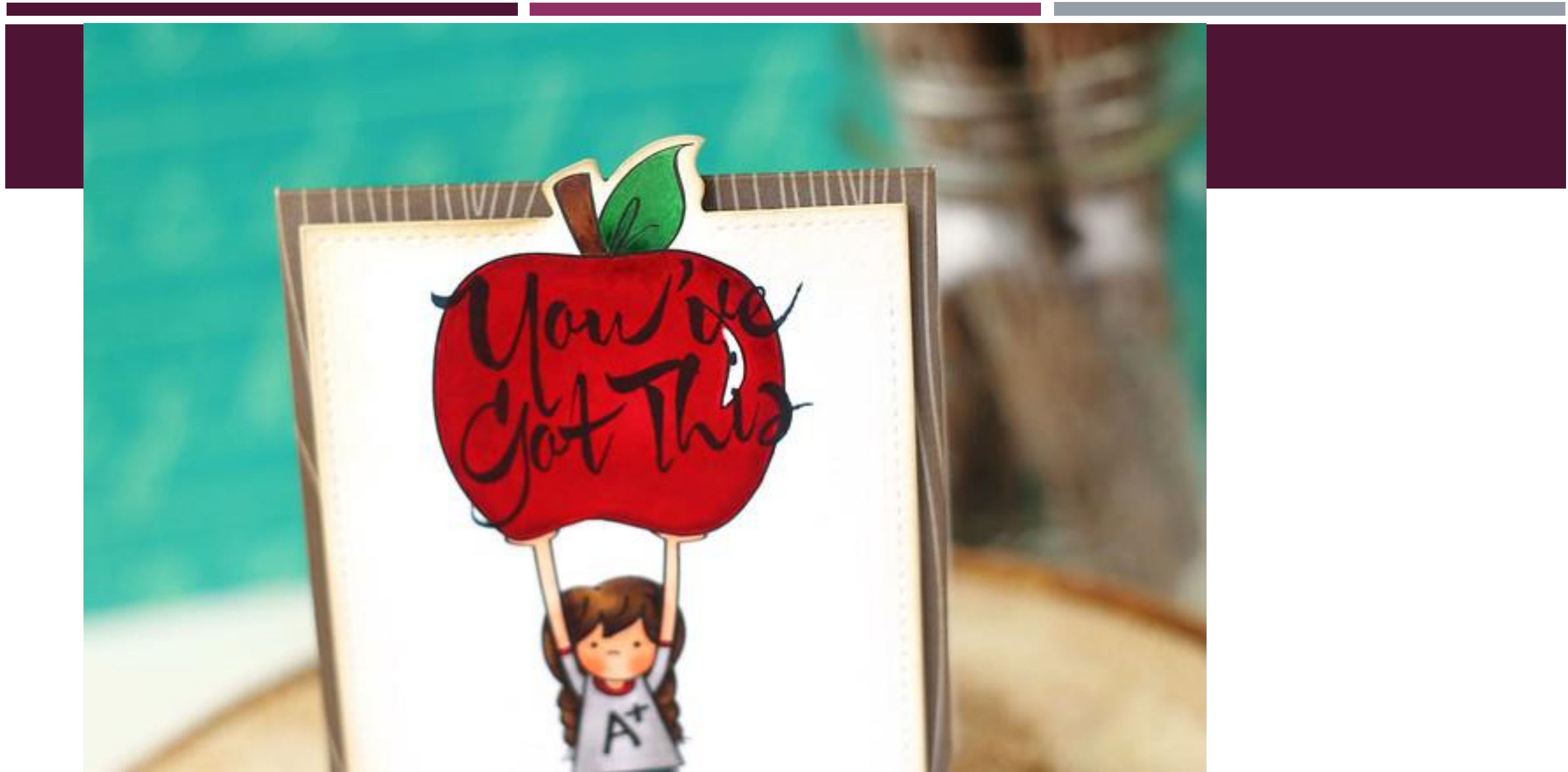
Know where you excel
spreadsheet or CSV document
exported to

<input type="checkbox"/>		69301	69301_69301-01	Smith
<input type="checkbox"/>		69301	69301_69301-01	Smith
<input type="checkbox"/>		69301	69301_69301-01	Smith
Contact Help Desk				
 StudentData - 202....xlsx ^				

REMEMBER

ACCOMMODATIONS ENABLED AT STATE LEVEL

- Reading Passages accommodation (text-to-speech or read aloud – document needed)
- Print on Demand (document needed)
- Permissive mode (email)
- Non-embedded accommodations (email)
- When?
 - By Feb 1st (soft deadline, but do need time to get into system and will depend on how many are received)
 - OR sooner if needed for Interim assessments (allow at least a week)



QUESTIONS



CONTACT INFORMATION

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